Bridging the Gap: A Participatory Approach to Health and Nutrition Education

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Published by:
Save the Children
54 Wilton Road
Westport, CT 06880 USA

Available from:
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This book was edited by Martha Keehn. Graphic design was by Susan Criscitiello, and the line drawings were by Monica Edinger. The text was typeset by Multilanguage Typographers in Bodoni Book, Helvetica, and Garamond, and printed by Boyd Printing Company, Inc.

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May 1982

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Acknowledgments

An extraordinary process of creative interaction between Save the Children's nutrition education trainers, consultants and workshop participants in Indonesia and the Dominican Republic brought this manual to life. The activities and exercises described here include some original designs and others adapted for nutrition education that evolved during the workshops into their present forms.

The inspiration for this work came from Dr. Lyra Srinivasan, a leader and pathfinder in participatory training techniques. Dr. Srinivasan served as our mentor and workshop designer as well as head trainer for several of the workshops.

Nancy Terreri, Save the Children's Nutrition Education Specialist, provided the vision and the vital energy that brought the project to life. Her contributions included programming the Indonesia project and coordinating the various training activities in Indonesia and the Dominican Republic.

We are also deeply indebted to Solange Muller and Caridad Brito for their creativity and diligence in planning and conducting the workshops in the Dominican Republic.

Both Nancy Terreri and Solange Muller combined their time, energy and talents to review and write the exercises for this publication.

Many other committed and talented individuals played an important part in making this idea a reality. Among them are (in alphabetical order), Samsul Alam, Dr. Ali Asir, Marisela Bodden, Francisco Cepada, Russ Dilts of World Education, Ibu Oemi Kalsoem Djoefri, Carmen Gravely, Eduardo Guzman, Tuti Mariana Hamidy, Miguel Heded, Siti Sundari Helmi, César Hernandez, Jamil, Carmen Mercado, Ilya Moelyono, Dr. Ruchira Poland, Pocut Ernawati, Panglima Polim, Saiful, Dr. Anway Siagian, Teofilo Terrero, Craig Thorburn, Dr. Eutik Atika Utju, Trya Yudhantara, Ibrahim Yunis.

Our special thanks must go to Monica Edinger for her original artwork and to Martha Keehn, Sue Criscitiello, Michelle Siegal, Peg Blackburn and Elise Levin for long hours of proofreading, editing and preparing this work for final produc-

tion. I wish to acknowledge with deep appreciation the valued contributions of each of these individuals.

Finally, we are indebted to the United States Agency for International Development Office of Nutrition, which provided Save the Children with a support grant to develop the participatory approach and techniques demonstrated in this manual and to use them in programs in Indonesia and the Dominican Republic.

Save the Children would welcome receiving any feedback on how you have put these ideas to use in actual practice, including any new techniques and materials you may have. In this way, we can join together to build a knowledge base of participatory approaches to nutrition education in the developing countries. We look forward to collaborating with you and wish you every success in this important endeavor.

Phyllis Dobyns
Vice President, Programs
Save the Children

Workshop activities in the Dominican Republic.

Introduction

This manual is addressed to nutrition and health educators who are interested in trying out new participatory ways of working at the community level. Its purpose is to describe simple techniques by which field staff can be trained to approach local communities more sensitively and to involve them more fully in achieving better health.

Community involvement in its deepest sense often requires fundamental changes in people's attitudes. This is true particularly where people have long been apathetic, dependent on outside directives, or resistant to new ideas. Cultural beliefs and taboos may keep them from adopting food habits that could greatly improve their health; or they may not have the money to buy better foods or land on which to grow food crops or raise farm animals. Experience shows that in such situations, merely imparting information about better nutrition does not solve the problem. Therefore, many nutrition programs in the developing countries are trying other means, including demonstrations, hands-on experience and nonformal education, to increase the people's understanding of nutritional needs and to develop in them a genuine sense of commitment to find solutions.

But even the best of methods will not work unless field staff and supervisors are suitably trained. If staff are expected to conduct participatory learning for adults, then they themselves need to experience participatory learning. The techniques and materials described in this manual are, accordingly, all "experiential." They have been field tested in more than one country and in some instances by more than one agency. Most of them were used in a series of training workshops conducted by Save the Children, with USAID funding, in Indonesia and the Dominican Republic during 1979-80. I had the privilege to serve as principal consultant in these workshops. Nancy Terreri and Solange Muller, who compiled these training activities, played key roles on the training teams of the two workshop series —Terreri in Indonesia and Muller in the Dominican Republic. They describe, therefore, what they have themselves experienced and applied.

For the benefit of the reader who has not experienced first-hand the training approaches described here, it may be useful to list the main features of the training design. By examining how the workshops were organized and why they were organized that way, the purposes of the training activities will become clearer.

In each country, three workshops were held. There was some overlap, but basically the first workshop focused on ways to discover the needs of villagers, the second on creating learning activities and materials to help meet those needs, and the third on evaluation. The workshop designs included the following main features:

A multi-disciplinary approach. For each country workshop, a planning team was set up, including people with different types of professional or technical competence. The composition of the teams was somewhat different in the two countries but there were some common elements. Both teams included nutrition and health educators, nonformal adult educators, communications specialists, and graphic artists. One team included a socio-dramatist. Other specialists in different aspects of rural development were also brought in during the workshops as needed.

When we invited agencies to send participants to the workshop, we emphasized the need for a multi-disciplinary group, so that the specialized agencies at the community level could benefit from a common understanding of participatory approaches to nutrition and health education. Field staff with different technical skills would also become aware of their complementary roles and of the possibilities for teamwork in helping local communities improve nutrition. The 25 to 30 participants attending the series of workshops in both countries thus included field staff and supervisors from various technical departments or agencies, e.g., health and nutrition, agriculture, land reform, education, local government, and social services.

Involving individual participants. To ensure that everyone would have a chance to become fully and usefully involved in the training process, most workshop activities were conducted in three subgroups. Each subgroup in turn organized its work in smaller units in a flexible way. There was thus a great deal of interaction within the subgroups. Roles and partnership arrangements changed often as new needs emerged or new activities were planned. This increased the chances that everyone would see their ideas, experiences, and talents incorporated in some way in the group's presentation to plenary sessions.

Similarly, in preparing for the workshop the training team divided itself into subgroups or pairs, or worked individually, on specific self-selected projects in order to make the best use of the talents of each member.

In the course of "doing" and interacting creatively, participants often discovered new abilities in themselves and gained confidence in applying them.

"Hands-on" activities. Practical application was emphasized throughout the workshops. Lectures were ruled out except for inaugural speeches. To encourage direct and active experiencing rather than passivity, the workshop planners identified only the main tasks to be performed and left it up to each subgroup to decide how best to accomplished the task within a given time-frame.

The planning/training team met for several days ahead of each workshop session to think through, in detail, the kinds of activities most likely to support experiential learning. This was particularly true when a theoretical objective had to be attained: how, for instance to help participants understand the basic differences between didactic, creative, and problem-solving modes of education.

Field work. Three villages were selected ahead of time as field sites for practical work by participants. They were chosen because they were typical of the area, had comparable socio-economic conditions, and were within reasonable distance of the training site. The three subgroups were matched with the three villages by lottery. Each subgroup then planned its own strategies: to get to know its village, to collect clues as to what might be some of the community's priority concerns, to select one or two of these concerns as themes for learning experiences, to plan and produce educational materials that would involve people actively in the learning process, to conduct the experience(s) with actual community groups, and to evaluate the outcomes in terms of both technical content and quality of partici-

pation. Subgroups reported frequently to the entire group so as to benefit from each others' experience.

Transferring new techniques into everyday settings. In order to encourage participants to carry over what they learned into their normal worksettings, the workshops were organized as a series of three short sessions (10 to 15 days each), which were spaced three to four months apart. Before the end of each training session, trainees drew up a tentative plan of how they intended to apply the insights and skills they had gained during the workshop.

When they returned to their own agencies, they put their plans into operation, keeping track of problems encountered and changes made. They were able to discuss these problems and needs with the workshop coordinator, who visited their area between workshop sessions.

Reflection. At the beginning of each new training session participants shared their field experiences. The coordinator and other members of the training team who had visited the field sites between workshops also brought helpful feedback to the planning/training team to improve the design of the next session.

Assessing field work. Participants were introduced to basic concepts of evaluating and to simple ways of checking the practicality and effectiveness of the methods and materials they chose to use. Members of each subgroup took turns being observers while others tested learning experiences in the community. Trainees also helped assess new materials that had been designed by the planning team, so they could benefit from their perceptions of how local community members might respond to the new approach.

It is evident in the above description of the workshop design that a few key principles are emphasized. For example:

1. The need to plan the workshop in such a way that it provides *a minimal structure* and at the same time *the maximum flexibility to involve trainees in a self-directed way.*
2. The need to *sensitize the trainees to listen to messages from local people*; to be receptive to their perceived needs and understanding of their traditional ways of confronting problems before attempting to introduce new ideas.
3. The importance of *knowing the exact function and potential impact of different types of educational methods and materials*, and of knowing which types are most helpful in securing the active and creative participation of village people.
4. The importance of *helping learners translate their insights and ideas into practical action* so that tangible improvements can be achieved, and to *assess the results* of action so that future plans can be improved.

The above key points correspond, in a broad way, to the four main chapters of the manual. Each chapter thus illustrates specific ways in which these educational considerations can be applied in the training of staff to conduct nutrition education.

We hope that this manual will be useful to you in training and in carrying out nutrition and health projects in your communities. The activities described are only suggestions, not formulas or prescriptions. Credit lines are given throughout the text so that each idea can be traced to its source. If more information is needed, questions can then be referred directly to the source. You should, however, feel free to adapt these ideas, in practice, to suit your specific needs. It would be even better if you were to use our suggestions simply as a stimulus to create entirely new techniques and materials of your own.

—Lyra Srinivasan

Women's group meeting, Dominican Republic.

I. Training Community Health and Nutrition Workers

This chapter addresses the following questions:

How is a workshop planned?
Who will be on the training team?
Who will take part in the workshop?
How is a workshop schedule prepared?
How can there be maximum participation of participants and trainers during the workshop?
What assistance will the participants need after the training workshop?

The coordinator should select the training team members before the first workshop planning session so that all members of the team can work together from the beginning—not only in conducting the workshops but also in planning them. Some of the team can also assist with the follow-up activities.

A. The Team Approach

In forming a training team, you, as project coordinator, will want to decide what resources you will need:

1. What technical information will be introduced? Do you need specialists in nutrition, health, or agriculture?

2. What types of educational materials will be developed? Do you need specialists in media production, illustration, theater, story-telling, or photography?

3. What training approaches will be used? Will you require specialists in nonformal education, facilitation, or participatory approaches?

In selecting your trainers you should also consider the number of participants attending the workshop. Since the training design of the workshops is that of working in small groups of six to eight persons each, the number of such groups will be a factor in choosing the number of trainers. We recommend that you have one trainer for each small group. In Indonesia and the Dominican Republic we had three groups of participants and three main trainers.

Once you decide upon the skills and resources needed for the workshop you select the training team members. Ideally the team should have four to six members for a group of 25 to 30 participants. The team should be multidisciplinary and include the technical persons, the artists, the project coordinator, and others, depending on skills needed. It may be possible for one team member to fill more than one technical need. For instance, the project coordinator may be a nutritionist, or the artist may also be a photographer.

Another consideration to bear in mind as you select the training team is that you will want to include people who have experience working with community-based workers and who are sensitive to local community problems and needs. It may be better to select trainers with field experience rather than formal credentials. We have found that it is sometimes difficult for highly technical trainers to adjust to the participatory training techniques and the mutual learning processes that take place during the workshop.

Try, also, to include some of the community workers' supervisors. If they are included, they are more likely to follow up after the workshop since this is part of their work responsibility. It is also a good idea to use local trainers and resource people. They know local conditions and will be able to participate in other training workshops and follow-up at the community level.

Select the training team before the planning session in which they will all participate. The team works together to set objectives, select activities for the workshop, and prepare materials. Throughout the workshop, the training team members collaborate to encourage the participants to take an active role in all activities. Team members identify the main tasks during the workshop and the participants plan and carry out the activities.

B. Selecting Participants

In selecting participants, you will want to find a diverse group of people with skills and talents not limited to the fields of health and nutrition. Community workers with different skills will complement each other by working together in helping local community people resolve health and nutrition problems.

When inviting agencies to send participants to the workshop, seek agencies that are interested in health and nutrition programs and are based in local communities. This is crucial for the application of the materials and techniques in the work of the participants after the workshop. Without the support and interest of their agencies it will be hard for them to apply the techniques in their work.

Consider also such personal factors as the willingness and ability of the person to commit time to work with the community members, their interest in learning new techniques and in applying them in their work, and their commitment to attend all the workshops and take part in the follow-up activities.

Ideally, the community itself should select the persons who should attend the workshop. This selection will not be based on technical knowledge or education, but on the commitment of the person to work with the community in resolving health and nutrition problems.

C. Planning the Workshop

One key to a successful workshop is thorough planning by the entire training team: facilitators, media specialists, artists, health and nutrition specialists, and secretaries. The team members should meet together for several days to plan the workshop, to decide upon the objectives, to prepare the schedule, to create learning materials, and to gather resources. The decisions are made by all the members of the training team, not by one trainer or planner. This kind of collaborative effort incorporates the participatory approach into the planning process as well as in the training program.

During the planning session, team members divide into smaller groups to develop learning activities. In this way it is possible to use the individual and group talents of the training team. The smaller groups take responsibility for conducting the activities during the workshop, preparing the materials and gathering the resources that they will need. Each trainer should also have the opportunity to try out a new activity before the workshop. At least five full days are usually required to plan a two-week workshop.

Workshop in the Dominican Republic.

Workshop Preparation Framework

SETTING: A meeting of the workshop training team including facilitators, artists, media specialists, technical health/nutrition specialists and secretaries.

TIME: 3 hours

PURPOSE: To assist planning/training teams in selecting appropriate workshop activities and in developing step-by-step implementation plans.

PREPARATION: Have available at least 6 large sheets of newsprint, several marking pens and a tentative list of workshop objectives.

PROCEDURE:

1. Review each of the workshop objectives that have been discussed in advance.
2. Post a large sheet of newsprint on the wall. Title this sheet: OBJECTIVE. List objective number one.
3. Post a second sheet of newsprint next to the first one. Write the title: ACTIVITIES. Now ask the group what activities might be carried out to meet this first objective. Consider how interesting the activity is, what the attitudes of the participants might be, how much participation the activity would allow and what time constraints would exist. Select one or more activities and list them on this second sheet.
4. Post a third sheet of newsprint and write the title: PROCEDURE. Next to the first activity list the steps that would be followed to complete the activity. Give as much detail as possible. Do the same for any other activities under the first objective.
5. Post a fourth sheet of newsprint and write the title: PREPARATIONS. List the preparations required to carry out this first activity. Is it necessary to write a script, paint poster cards, invite a resource person? Do the same for the other activities listed.
6. Post a fifth sheet of newsprint and write the title: MATERIALS. List the materials that would be necessary to carry out this first activity. Do the trainees need poster paper, is a slide projector necessary? Make a list of the materials needed for all the activities.
7. Post a sixth sheet and write the title: ACTIVITY COORDINATOR. Ask for a volunteer to coordinate each of the activities. Place the name of the volunteer to coincide with the activity that he/she chooses. Explain that the coordinator must see that all the preparations are made and that the materials are available. The coordinator may ask others to take on the responsibility of writing a script or facilitating the activity.
8. Space may be provided on sheet six for ADDITIONAL COMMENTS, or an additional sheet might be added. The comments might include things to look for in evaluating the activity.
9. Now return to sheet one and list the second objective. Decide on appropriate activities, procedures, preparations, materials, and coordinators for that objective. Follow the same procedure until all workshop objectives are completed.

10. Review the framework:
    Are the activities of a wide variety?
    Are most of them participatory in nature?
    Will the activities fit into the time allocated?
    Can the preparations be completed in time?

After completing the Workshop Preparation Framework make a Workshop Schedule (next activity).

Building this framework will help the workshop planners to decide on creative ways to meet the training objectives. If the entire team works together and takes responsibility for the selection of the activities as well as carrying them out, the workshop will have a better chance of success.

This framework was developed and used by the Indonesia workshop training team.

WORKSHOP PREPARATION FRAMEWORK

OBJECTIVE	ACTIVITIES	PROCEDURE	PREPARATIONS	MATERIALS	ACTIVITY COORDINATOR	COMMENTS
I. To introduce new learning materials	A. Presentation of materials	A. 1. Introduce material 2. Test it. 3. Discuss in small groups	A. 1. Design Material 2. Make Evaluation Form	A. Paint Pencils Tape Recorder	A. Ibrahim	
	B. Small Group Work	B. 1. 2. 3.	B.	B.	B. Ilya	
	C. Field Work	C. 1. 2. 3 4.		C.		
II.						

Workshop Schedule

SETTING: A meeting of the entire workshop training team. Include facilitators, artists, media specialists, technical health/nutrition experts, and secretaries.

TIME: 1 hour

PURPOSE: To develop the schedule of workshop activities according to day and time.

PREPARATION: You will need large sheets of newsprint and marking pens, as well as a list of proposed workshop activities.

PROCEDURE:

1. Review the list of proposed activities. This is easier if the group has completed the Workshop Preparation Framework (see page 9).
2. Make a calendar showing the days and times of the workshop sessions, as in the sample below. Make one column for each day of the workshop. Mark the times that will be needed for meals, rest, and recreation. Note the total number of hours that will be available for training activities.

Sample Workshop Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday
	8-9 a.m. Breakfast	8-9 a.m. Breakfast	8-9 a.m. Breakfast	8-9 a.m. Breakfast
	Activities (4 hours)	Activities (4 hours)	Activities (4 hours)	
	1-3 p.m. Lunch and Rest	1-3 p.m. Lunch and Rest	1-3 p.m. Lunch and Rest	1-3 p.m. Lunch and Rest
2-6 p.m. Registration Welcome	Activities (3 hours)	Activities (3 hours)	Activities (3 hours)	Activities (3 hours)
6-7 p.m. Dinner	6-7 p.m. Dinner	6-7 p.m. Dinner	6-7 p.m. Dinner	6-7 p.m. Dinner
7-10 p.m. Recreation	Activities (2 hours)	Activities (2 hours)	Activities (2 hours)	7-10 p.m. Recreation

3. Review the list of planned workshop activities.
   - Note which activities must precede other activities.
   - Note the time necessary for each activity.
   - Consider the best time for visits to the village where trainees will practice their new techniques. When will the women and men be busy in the fields or preparing meals? Consider local customs and when the villagers usually meet.

4. Now, with the above considerations in mind, fit the activities into the available time slots. All of the planners should participate. Ask the artists how much time will be needed in materials preparation for village work. Because additional needs will appear during the workshop, leave some time slots empty.

5. When the group agrees on the workshop schedule, have it typed and mimeographed for each participant.

This proved to be a very useful way to set up a workshop schedule. The workshop is more likely to proceed well when everyone's suggestions are heard.

This method of workshop scheduling was used by the Indonesia workshop team.

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In the Dominican Republic and in Indonesia we held a series of three training workshops over an 18-month period. In the first workshop, we introduced the new approach to working with community members and developed activities to identify health and nutrition problems. The second workshop focussed on developing materials based on the health and nutrition problems that the community workers had identified with the people after the first workshop. During the third and final workshop the emphasis was on planning and evaluating community projects and activities. There was also an opportunity for the trainees to develop new materials for their work.

Inviting the same participants to such a series of workshops over a period of time allows them to build upon knowledge gained in the previous workshops and in their work in the community. It gives them a chance to review activities and techniques from the other workshops and to build more confidence in the participatory approach. The group can also share experiences and work together based on the activities they have used.

Workers may not remain active and interested in the new techniques unless they receive support and assistance from others who understand the participatory approach. In the following section, we suggest ideas for follow-up visits to the community workers.

activities in the Dominican Republic.

E. Following Up

Community workers are too often sent to training workshops where they are stimulated to take action with new techniques and information, only to return to their communities with very little in the way of resources or support. In order to work effectively, a community worker will need encouragement. This can come from frequent follow-up visits by a member of the training team, by other workers who attended the training sessions and by the community members themselves. These support systems must be developed through the workshops and the visits that take place afterwards. In our two series of workshops, it was the project coordinators who assumed responsibility for these follow-up visits. In addition, during the workshop, teams of community workers were developed according to the regions they came from so that they continued to work together and support each other after the workshops, when they returned to their communities.

A well-planned follow-up visit happens once every one to three months. This visit is arranged between the trainer and the community worker well in advance. The first one can be set up during the workshop. The visit should also be reported to the local leaders and to the community workers' supervisors, some of whom may have participated in the workshop.

In doing the follow-up visits, the trainers should allow for at least one full day with each community worker or team of workers in the same area.

The visits should include the following:

- meeting the local officials;
- time with the worker or team of workers to discuss problems that may have arisen and to review the activities they have tried;
- a review of the preparations for the learning experience to be held that day;
- observation and participation in a learning experience to help build the worker's self-confidence and the community's image of that worker;
- sharing new ideas and information; and,
- providing materials and resources that the community workers have requested.

Many of these aspects can be included in the get-togethers that the work teams have in their communities. It is important to encourage community workers to ask each other for assistance with the new techniques, activities, and materials so as to build an ongoing support system. The community workers should be able to contact the trainers for assistance between the scheduled follow-up visits, if necessary, and to ask for help from their own supervisors. The project coordinator should meet with the local agency supervisors to encourage them, to provide resources when necessary and to support community workers as they try to apply new methods in their work. In the Dominican Republic, the members of one community decided to organize a project to plant home vegetable gardens. The team of community workers helped them to organize the project and make a request to the local agriculture agency for seeds and fertilizer.

During the follow-up visits, it is useful for the community workers to help the project coordinator list important points to note during their field activities. This list could form the framework for evaluating the project. Some of the points to consider might include the following:

How many learning experiences have been done by the community worker?

Do the villagers actively participate?

Has the community worker observed any changes in attitudes or practices among the community members?

What are the interests of the people and do they want further information on a topic?

What local resources are available? Are they used?

The follow-up visits are important for planning subsequent workshops. In our experience, after the first workshop, the trainees returned to their communities and used the new approaches to identify health and nutrition problems. The trainers discussed these problems in follow-up visits and, with this information, were able to prepare helpful educational materials during the planning session of the next workshop.

Support and follow-up systems are critical to the success of the program because the community workers need support to feel self-confident and comfortable in using the new techniques they have learned. We believe that the frequent follow-up visits by the project coordinators contributed to the application of the new techniques.

F. Workshop Check List

In planning and implementing participatory nutrition education workshops, there are some important factors that need to be considered. A series of three workshops each with carefully planned follow-up activities is basic to the approach. In addition, having trainers and trainees working together in developing the nutrition and health education materials is integral to the process.

Other factors to consider are summarized below.

Country Selection

1. Is there a national commitment to supporting local community development programs?
2. How much national and local interest in preventive health and nutrition education programs exists?
3. Are community-based health extension workers available locally?
4. Do you have the full cooperation of a strong local agency to coordinate workshops and follow up on activities?
5. Are local resources available for training and materials development, and for production and distribution of educational materials?
6. Has the government approved the project and the training of health workers associated with local agencies?

Trainer Selection

1. Select a team of trainers with one trainer for each six to eight participants. The team should include a nonformal education specialist; a nutrition/health specialist; a materials development specialist; an illustrator; and a workshop coordinator and sufficient secretarial/logistical support staff. At least one member should have experience in working with participatory techniques.
2. Is each member of the team:

   Experienced in working with community-based workers and organizations?

   Knowledgeable about local conditions and cultural beliefs and practices?

   Interested in preventive health and nutrition?

   Aware of national approaches and priorities?

   Willing to learn participatory training techniques?

   Committed to take an active part in all stages of the project and workshops: planning, training, and follow-up?

Participant Selection

1. All participants should be community-based health workers or other persons from the community committed to working in nutrition and health (preferably selected by the community). Selection should not be based on technical knowledge or education.
2. Is the potential trainee:

   Able and willing to commit time and to work with the community?

   Enthusiastic about new ideas and interested in applying them in their work?

   Committed to take part in all workshops and in follow-up activities?
3. Other factors:

   The participants should represent local and government agencies that are interested in health and nutrition and have programs in local communities.

   The participants' agencies should be interested in applying a participatory methodology in their programs.

   Participants should come from communities or areas near each other so they can work in teams.

Workshop

1. Arrange a series of workshops spaced over a period of several months to allow time for field practice of materials and follow-up activities.
2. Select a workshop site according to these criteria:

   Congenial training atmosphere,
   Lodging and meals offered at site,
   Availability of nearby communities that are

representative of communities where workshop participants work and where field practice can be done.

3. During workshops provide time for recreation for participants and trainers.
4. Build on each workshop and incorporate the skills acquired in the previous one.

Materials Development

Criteria:

1. Use local culture as a basis for content and application of the materials.
2. Adapt traditional communication techniques such as stories and theater popular among community members.
3. Design materials that are appropriate for both literate and illiterate audiences.
4. Create materials that are visually pleasing and are designed to stimulate action.
5. Consider factors that influence reproduction possibilities when designing the materials (e.g., variety of colors).

Process:

1. Develop sample materials in the planning session prior to the workshop.
2. Base nutrition and health education materials on the needs assessment conducted by participants following the first workshop.
3. Have participants and trainers, in consultation with community members, identify topics, create priority messages, and produce materials.
4. During the workshop, develop some materials that can be completed and distributed to all the trainees.
5. Keep drawings and design simple enough to encourage trainees to participate in developing materials. These can also be illustrated by an artist during the workshop.
6. Reproduce materials in country using available techniques or train locals if necessary. Share the materials with relevant private voluntary and government agencies.
7. Give participants supplies for developing materials in their communities.
8. Demonstrate that one material can be used in several different ways, such as stimulating discussion and conveying a message, depending on the purpose of the activity.

Follow-up

1. Follow-up visits to the participants are held immediately after the workshop. Plans for visits are made during the workshop.
2. The project coordinator makes follow-up visits frequently (once every month or two) to the communities.
3. Visits are planned to coincide with scheduled learning activities at community meetings.
4. District meetings between trainers are held to provide an opportunity to share ideas and resources.
5. Trainers provide technical support, information about activities and additional supplies and resources to trainees.
6. The coordinator helps link trainees with local agency resources.
7. The coordinator helps trainees integrate the new skills and activities into their job responsibilities.
8. The coordinator meets with local agency supervisors to encourage support of the trainees in their work.

Indonesia workshop participants use flexi-flans in a community meeting.

II. Helping Communities Uncover Health and Nutrition Problems

Chapter I dealt with planning and conducting a training program for health workers. Here we suggest ways the training team can help sensitize workers to community problems. This chapter also suggests activities for exploring problems and increasing awareness within the community.

Health workers who are assigned to a rural community may not know very much about village problems or be sensitive to the problems there. When doing a needs assessment, they may have difficulty including the villager's point of view. If field workers have a better understanding of the community members, they can more effectively motivate and work with them.

Activities in Section A sensitize field workers to the community members' needs and capabilities. Activities in Section B can be used by the field workers to stimulate villagers to think about and express community problems. After a general needs assessment is completed, the field worker can use activities in Section C to explore more specific health and nutrition problems.

A. Sensitizing Community Workers

The three activities that follow will help the community worker to understand the community members' points of view about health and nutrition problems that exist. The trainer explains the tasks involved in each activity, but most of the information and action will come from the community workers.

The first activity, "Village Visits," is a way of learning about the people's ideas, customs and problems in the community. The activity is essential in determining the community's own perceptions of its needs and priorities, and is also useful for trying out new learning approaches and materials during the workshop. As a result of the visits to villages near the workshop site, trainees may return to their own communities with a more open attitude about people's ideas and customs.

"Johari's Window" helps participants to explore differences in perceptions about health and nutrition problems and to take these differences into account in designing learning approaches and materials. It is preferable to use this activity early on in the workshop.

The third activity, "Role Playing Learning Approaches," uses silent role plays, a visual form of communication to help trainees understand the differences between didactic, particioatorv, and creative approaches to learning and teaching.

Indonesia village health worker conducts a community learning experience.

Village Visits

SETTING: A community center, school, home or pleasant area where villagers can gather. (The group might be limited to a certain number or group of villagers according to the training group's need, e.g., 20 village women. This should be discussed beforehand with the village leader.)

TIME: 2–3 hours

PURPOSE: To learn about the people's ideas, customs and problems in the community, and to give the trainees confidence in working with villagers.

PREPARATION: Meet with village leaders to seek their approval for the visits during the workshop. Divide the trainees into small groups of no more than eight persons each. Give the groups time to plan the visits to the village, to prepare the necessary learning materials and to role-play the different activities.

Note the traditional pattern of holding community meetings. Try not to offend any customs. If appropriate, ask the village leader to introduce the group.

PROCEDURE:

1. Give the villagers an honest explanation of why the trainees wish to meet with them. "We are learning how to make new educational materials and hope to try some of them here today so that we can improve them. We would like to know your opinions."
2. Carry out the activities. When trainees are not participating they should observe group reactions and the degree of participation by different community members.
3. Thank the villagers for assisting in your project.
4. At the workshop site review what happened. Make a group report.
5. Have each group share with the other groups its experience including the planning process, the methods and means of approaching the community and the findings from the village visit.

Workshop participants in Indonesia set out on a community visit.

Field visits, an important part of any training of community workers, can be used for a number of purposes: assessing needs, creating and testing materials, collecting data, and building up field worker confidence in working with villagers. In Indonesia three workshop groups successfully asked villagers to act out scenes for making photographs for fotonovelas, picture cards, and slide shows. (See descriptions in Chapter III, "Creating Activities for Nutrition and Health Education.")

Johari's Window

SETTING: A training session with community health workers.

TIME: 1–2 hours

PURPOSE: To help trainees to understand and appreciate the community's perceptions of its problems and resources.

PREPARATION: You will need a chalkboard and chalk, or several large sheets of paper and marking pens. Draw a window with 4 panes which are labeled: 1, 2, 3, 4.

PROCEDURE:

1. Explain that the window has four panes through which one sees different types of information that must be considered in developing educational or community development programs.
2. Explain that each pane represents different information and viewpoints. As you explain each pane, ask trainees for examples from their field experiences. List the information in each pane.

Pane 1:
Obvious or easily available information: population, common illnesses, income, resources, etc. Information obtained through interviews and observations.

Pane 2:
Outsider's views, impressions, or knowledge that is unknown to or rejected by community members: ties with tradition, lack of education, judgment of health and nutrition practices, and perception of what community people "should do," etc. This information is based on outsiders' priorities and knowledge, and from their analysis of interviews and observations.

Pane 3:
Views, impressions, aspirations, and beliefs of community members, which are difficult to discover because people often give the answer they think outsiders are looking for. Examples: villagers' beliefs; priorities; feelings about their community, about us, and the government; and their understanding of fate. This information becomes known to the community worker by using activities such as flexi-flans, serialized posters, etc., described in Section B of this chapter.

When all three windows are opened, one begins to understand the steps necessary to plan and carry out an appropriate program.

Pane 4:
Information initially unknown to all but acquired by the health worker and people in the process of working together. These insights can help increase people's motivation, confidence, and aspiration levels.

Helping trainees appreciate villagers' perceptions of their own problems and resources takes time, sensitive listening, and the building of trust.

"Johari's Window" is an excellent way of beginning to appreciate the importance of understanding and considering other people's perceptions. Often, community workers develop programs for the community using information from panes 1 and 2, but in order to involve the community members in the program, it is crucial to have information from pane 3. This may be a factor in the success of a program since the community worker and members begin to understand each

:her, learn from each other and work together. This information helps the com- .unity worker in planning educational materials that reflect the community .embers' perceptions about health and nutrition problems. It also can be useful ›r planning projects with the people to help solve the problems that exist.

Adapted from "Johari's Window" by Joe Luft and Harry Ingham, and used in Indonesia workshop.

Role Playing Learning Approaches

SETTING: A group of trainees learning about participatory approaches.

TIME: 1 hour

PURPOSE: To expose workshop trainees to different teaching and learning approaches and how each involves the participants and the facilitator.

PREPARATION: The trainers prepare and rehearse three silent role plays (5 minutes each) to depict different teaching and learning methods: didactic, participatory and creative. Each role-play has one "facilitator" and several "participants."

1. Materials:
   Prepare the following signs to be used in the role-plays: F1, F2, F3—one for each of the facilitators during each role play. P for each participant. Signs with the words: "idea," "question," "answer," "observation" (4 of each).

   The F and P signs are taped to the trainers. They hold up the word signs at various points during the silent role-plays.

2. Guidelines for role-plays:
   Explain that no words are to be spoken.

   Didactic: "F-1," the trainer selected for this role-play, assumes a lecturing role while the other trainers, "participants," are passive. The question and answer signs are used during this role-play.

   Participatory: The trainer playing the role of "F-2" explains the materials with gestures and shares them with the participants who then appear to discuss them. The "question," "answer," and "observation" signs are used during this role-play.

   Creative: The facilitator, "F3," has a passive role while the participants have a very active role moving around the room, appearing to talk to each other.

   Practice the role-plays prior to the session.

PROCEDURE:

1. Explain to the trainees that 3 silent role-plays will be presented which they should observe.
2. Present the silent role-plays, one at a time.
3. After the 3 role-plays, ask the participants such questions as:

   What did they observe in each role-play?
   What are the roles of the three facilitators?
   What are the differences in approaches?
   Which encourage more participation?

4. Discuss the value of encouraging participation and how community members would feel in the different situations. Discuss how extension workers often believe that they have all the information, yet there is much opportunity to learn from community members.

OTHER USES: Role playing may also be used to test learning materials, practice village visits, and depict different ways of working with villagers. For each situation expressed in the role-play some workshop participants assume roles as facilitators, observers and villagers.

The role-play should be practiced prior to presenting it. It should be short and depict the situation clearly.

After the role-play, lead a discussion about the presentation.

This exercise is an excellent way of demonstrating the differences between lectures and approaches that promote more participation by the people. By using silent role-plays one focusses upon the actions and attitudes of the trainer, not on the content of the materials presented. This activity is especially useful early in the workshop to get the participants to discuss and analyze different approaches for working with community members.

Role playing the promotor's role in the Dominican Republic.

Developed by Lyra Srinivasan. Used by the Training Team in the Dominican Republic.

Selecting the Approach and Materials

SETTING: A training workshop for community workers on participatory methods.

TIME: 2–4 hours (depending on the materials selected and the group's experience).

PURPOSE: To assist trainees to recognize and select from a variety of educational approaches and materials, from very didactic to participatory or creative.

PREPARATION: For each trainee have one copy of the *Observation and Analysis Form* and a pencil. Also have available a variety of learning materials ranging from the didactic to the participatory or creative. For example, select a flip chart, comic book, discussion starter, and flexi-flans. (See pp. 50-83, for sample learning materials.)

PROCEDURE:

1. Present the most didactic material to the trainees. (As with each of the materials, this material should be presented as naturally as possible. If a flip chart is being presented, the entire story is told as the pages are turned. A flip chart is a series of pictures that instructs learners how to do something, i.e., how to build a latrine.)
2. After the first material is presented distribute a copy of the *Observation and Analysis Form* to each of the trainees. Begin by filling in the type of material, for example, a flip chart.
3. Discuss each of the other categories. Explore with the trainees the source of content, the level of participation, the type of participation, and the mood created by the activity.
4. When the trainees begin to understand the form, introduce the next material, one less didactic than the first. (If this material is a comic book, ask someone in the group to read it aloud. Discuss it with the group as you would discuss it in a community meeting.)
5. Analyze this second material by discussing the categories on the form. Each trainee will fill in his/her form, not necessarily conforming with other members of the group.
6. Present the third material and have the trainees discuss and analyze it while filling in their replies on the form. (If the material is a discussion starter, present it as described on page 37, encouraging a very lively discussion.)
7. Present the fourth material and have the trainees discuss and analyze it while filling in their replies on the form. (If the material is flexi-flans, present it as described on page 30, allowing time for the trainees to create their own stories.)
8. Discuss the different materials. Explore some of the following questions:

   Why do we use materials in our work with villagers?

   Which materials allow for the most participation by the audience? When might you want to use this type of material?

   Which materials have content that is controlled by the facilitator? When might you want to use this type of material?

   How can we make a didactic material more participatory? (Ask for examples, such as ending the flip chart with an open question.)

OBSERVATION AND ANALYSIS FORM: ASSESSMENT OF PARTICIPATION LEVELS IN THE USE OF NONFORMAL EDUCATION MATERIALS

	Source of Content:	Level of Participation:	Type of Participation:	Mood/Feeling During Activity:	General Evaluation:
ACTIVITY	What is the source of the content of this activity?	What was the level of participation during this activity?	Were the participants merely required to understand the content or were they allowed to create and contribute any new content?	What were your own feelings during this activity?	Who do you feel directed activity?
	Facilitator: Group:	**High: Low:**	**Understand: Create:**	**Bored: Happy:**	**Facilitator: Group:**
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

What other materials can we use? Are they more didactic or more participatory? (The trainers might show examples of other materials for discussion.)

If the field workers have already participated in "Role Playing Learning Approaches," page 24, they will more readily understand this activity, and more time could be spent discussing the selection of the approach and learning material.

This activity helps field workers to understand that there are different types of materials and approaches for nutrition education. A worker can create or select a material appropriate to the situation. If trainees create and use some of the materials in the workshop, they gain the confidence they need to try them in their own communities.

Used by the Indonesia Workshop Training Team. Observation and Analysis Form *adapted from original by Lyra Srinivasan.*

B. Community Awareness

When community members are sensitive to each others' perceptions and actions, it is more likely that they will discuss their problems and participate in resolving them. The activities in this section can be used to increase awareness and encourage discussion of health and nutrition problems. The field workers serve as facilitators in these activities with most of the discussion done by the people at community meetings.

Each of the three activities included in this section, "Flexi-flans," "Serialized Posters," and "Community Map," is carried out in the community. Preparation of the materials for these activities is done by the trainers and/or participants during the training workshop. It is important for the trainees to become familiar with the use of these participatory tools prior to working in their own communities. The trainers introduce the activities and explain their use and the trainees work with them during the workshop and in community visits to try out the new techniques and materials.

After conducting a general discussion of health and nutrition problems in the community by using one or more of the activities, the field worker plans another meeting to focus on the specifics of the problem identified. They can also be adapted and used as activities for exploring the health and nutrition problems identified by the community, as those presented in Section C. When using the flexi-flans, the community worker could ask several people in the meeting to show a problem and, on the other side of the flannel board, to depict its specific causes.

Workshop participants use flexi-flans to carry out a needs assessment in Indonesia.

"Community Map" exercise, Dominican Republic.

Flexi-flans

SETTING: A community meeting to explore problems.

TIME: 1 hour

PURPOSE: To provide villagers with a visual means of expressing their ideas and to facilitate discussion of their needs, problems and aspirations.

PREPARATION: Flexi-flans are cut-out figures (12 cm.-16 cm.). They have moveable joints, and are able to take on a variety of attitudes and postures. They are used on a large board that is covered with flannel or burlap, and to which the flexi-flans can be affixed easily.

1. Sketch the figures' individual parts on sheets of thick paper or cardboard, then cut them out. Color the parts with marking pens or paint before assembling them. Details of features can be drawn with a fine point marking pen after assembly.
2. Fasten joints with eyelets or sew them so that they are flexible but stiff enough to hold position.
3. Glue one or two squares of sandpaper or other coarse material on the back of each figure.

Types of flexi-flans needed: The greater the variety of figures and objects represented, the easier it is for participants to convey their ideas fully and clearly. Many types of people are needed: young and old, boys and girls, healthy and sick. Cut-outs of figures such as livestock, tools, vehicles, trees and crops, gardens, rivers and pools, houses, schools, health centers and other buildings, and other objects common to the community should also be made for composing realistic stories and scenes.

PROCEDURE:

1. Introduce flexi-flans as a way to depict community life. Explain that the figures can be flexed to take on different positions and to represent action.
2. Invite a few volunteers from the meeting to come forward and choose flexi-flans and place them on the flannel board to depict a situation in their community. They can also focus on certain problems or needs in the community.

3. The participants placing the flexi-flans can explain the situation they have depicted. Others can be asked for their observations on the situation or problems, and what they would do to resolve problems that arose during the discussion.

OTHER USES: Flexi-flans can also be used to help resolve a conflict between two participants with opposing views. If each composes a scene to illustrate his or her views of the situation, the differences can be discussed more easily.

When a community problem has been depicted with the flexi-flans, the participants can rearrange the figures to represent their aspirations for the community.

Cut-outs: If it is too difficult to make the figures flexible, you can make cut-outs of people in varying postures and with different attitudes. These are easier to make but you may need to make a greater number to have the various positions that a flexible figure can take on.

Flexi-flans encourage active participation in expressing ideas and perceptions. They provide a visual means for representing community situations and are a good method of starting a discussion. This activity allows people to share their views instead of focussing upon the views of the community worker. The worker's role is to create a relaxed atmosphere, to encourage people to speak, to be receptive to their views, and to start a discussion incorporating the ideas expressed.

Designed by Lyra Srinivasan and used in the workshops and villages in the Dominican Republic and in Indonesia.

Serialized Posters

SETTING: Community meeting, women's group meeting, or other gathering of community members.

TIME: 1–2 hours

PURPOSE: To encourage villagers to express their ideas about the conditions in their communities through creating and sharing stories and using the stories as a basis for discussion of community problems.

PREPARATION: Prepare one set of posters—10 to 15 posters (30 cm. by 40 cm.) which should be based on the reality of community life. Each poster depicts a dramatic incident between people or a situation in the community. Some posters represent specific problems. One or two main characters appear in a number of the posters so a story can be created. (Note: Posters can be mimeographed, silk-screened, or offset for producing additional sets.)

PROCEDURE:

1. Introduce the activity by showing some of the posters to the group. Explain that they will be used to help tell some stories about things that are going on in their community.
2. Ask for volunteers to form 2 or 3 small groups with 4-6 persons per group.
3. Give the first group the set of posters and ask the participants to select 5 or 6 of them. Then have the other group(s) select 5 or 6 posters. Ask each group to create a story by putting the posters into any order they want. Explain that there is no "right" or "wrong" story for the posters. Give the participants 10 to 15 minutes to prepare the story.
4. When the group is ready, the members present their story to the others. One person in the group can tell the story while the others hold the posters they have selected to illustrate the story. Then the next group creates their story with the set of posters and presents it to the others.

Health and nutrition workers create stories using serialized posters in Indonesia.

5. When all the stories are told, ask the participants what they heard in the stories and whether the stories reflect the realities of life in their community. Ask them what are the advantages or problems of such a situation and how things might be different.

OTHER USES: When this activity is done in training community health/nutrition workers, follow the same steps. In the discussion ask them if the stories were similar or different. Also ask who creates the stories and whose views and expressions are expressed. Compare this activity with others presented to the trainees, such as flexi-flans or discussion starters. Discuss which allow more creativity by the participants and which are controlled by the facilitator.

This activity is a small step towards open, creative communication. The posters make it easy to share ideas and views about one's community and to talk about community problems. The opinions expressed help the community worker to understand conditions and problems from the point of view of community members.

Designed by Lyra Srinivasan. Artwork by Trya Yudhantara in Indonesia and by César Hernandez in the Dominican Republic.

Community Map

SETTING: A community meeting.

TIME: 1–2 hours

PURPOSE: To portray with community members the physical characteristics, the resources, and the health and nutrition problems in their community.

PREPARATION: For making the map you will need a large piece of thick paper, a pencil, ruler and marking pens.

PROCEDURE: Prepare a basic map with the roads and some houses in the community, enough so that the people can orient themselves.

1. Ask the community members to think about what *resources* they have in their community that could be drawn on the map. These might include schools, clinic, gardens, rivers, etc. Draw these with different colored markers. If there are people who like to draw, ask them to help draw the map.
2. Ask the community members to think about the *problems* that exist and draw them on the map. Problems might include contaminated water, disease, dry land, etc.
3. Discuss what has been depicted in the map and what are the *causes* of the problems mentioned by the community members—causes such as people defecating near the water source, no water for irrigating the dry land, etc.

Note: Instead of drawing the resources, one could have cut-outs to represent resources found in the communities and tape them onto the map. As the community members get involved in projects, one could continue adding new resources to show improvements.

Community map, Dominican Republic.

Community map, Dominican Republic.

OTHER USES: This activity can be adapted and used with health workers to portray the conditions in the community where they work and the type of work they do. Or it could be used to depict a more detailed exploration of specific problems, such as children's health and nutrition problems.

1. Ask the health workers to prepare a map of the community in which they work including services, houses, resources, and health and nutrition conditions. Ask them also to depict community problems that they perceive are important.

2. When the maps are completed, have the participants compare and discuss their maps, working in groups according to regions. In the large group, a representative of each small group can present the conclusions of the discussion.

Drawing a map involves people in the creation of a visual picture of their community. This map could be put up in a community center for people to look at and learn about the community.

Adapted by Solange Muller and used in workshops in the Dominican Republic and in Mexico.

C. Exploring the Problems

In the previous section, we presented activities that will help make communities more aware of health and nutrition problems. Here we introduce activities that will help village people analyze the problems they have identified.

All of the activities in this section are to be used by the field workers in the community. The field workers will act as facilitators while the villagers will provide most of the discussion and action. "Open-Ended Stories," "Lollipuppets," and "Discussion Starters" can be created to focus discussion on a variety of community problems. Adapt them to the problems described in the community's general needs assessment.

For example, through a flexi-flan story, community members might express concern about pregnant women feeling tired. Examine this problem and its causes by using one of the activities in this section. The "Food Habits Chart," for instance, could be used to determine which foods pregnant women eat and which nutrients the foods contain, or to examine children's eating patterns.

The discussions that result will help the villagers understand their problem better and see that they can take steps to improve the situation.

Filling out the Food Habits Chart, Indonesia.

Lollipuppet show, Indonesia.

Discussion Starter

SETTING: A community meeting or women's group meeting.

TIME: 45 minutes

PURPOSE: To stimulate discussion about beliefs, views and problems among community members through the presentation of opposing viewpoints.

PREPARATION: In creating a discussion starter choose a topic that has opposing views or beliefs, e.g., where to defecate. Create a brief story for each point of view, making it interesting to the community members. Try presenting the discussion starter in these ways:

- tape record the story as a conversation between 2 villagers
- read the story aloud
- role-play the story
- have 2 villagers take opposite points of view and read the story aloud or act it out.

Give each point of view equal time, attention and importance.

Select visual materials to use in the activity, such as posters, cut-out figures on a flannel board, or photographs.

PROCEDURE:

1. Present the discussion starter to the community members using the selected method.
2. Divide into small groups for discussion (about 20 minutes). To start the discussion, ask such questions as these:

   Which viewpoint do you agree with? Why?

   What do you do in your own village?

   What is the best way of dealing with the problem? Why?
3. Meet again in the large group to discuss the ideas of each group and to reach some conclusions about the problem.
4. After the discussion, the village health worker can discuss with community members ways that the problem could be solved. To help them plan some projects to do this, the community worker can use the "Bamboo Bridge" activity described on page 93 .

The discussion starter is an excellent activity that helps the village health worker and the community gain insights on the views that community members have with respect to nutrition, health, sanitation, and agricultural practices. This type of information can be useful for planning activities.

SAMPLE STORY: "Crap" Which is Right?

A man from Lam Trang said:

"The people in Lam Glap are grubby. They aren't concerned with sanitation, they don't take care of their health. Just take a look! See for yourself. They don't use latrines, they just defecate anywhere they please. 'I do it where I do it,' they say. 'In the garden, in the ditch . . . yeah, wherever I feel like it.' There's crap all over the place.

Doesn't human waste scattered all around cause infections and disease? Not to mention the smell! And then, if anybody gets sick, they say that the evil spirits have come. Spirits! It's the spirits that get the blame . . . and then they're all worked up trying to chase the spirits away. And it's awful to have to walk around looking at crap and people crapping all the time. I'll bet the spirits like to look at it though! You have to feel sorry for people in Lam Glap."

A man from Lam Glap replied:

"Hey, people from Lam Trang should watch their tongues! Act like they know everything, talking about things they don't understand as if they were the cleanest people in the world.

Think about it! They're the dirty ones, and they waste a lot of money on it besides. They keep their crap in their houses! They make these special crap houses or crap rooms just to keep the stuff in. Probably costs a bundle too, just for keeping crap! Who wants to do something like that?

Nah, it's better to throw the stuff away, like in a ditch or a stream. It dissolves and is carried away. Or in a pond, to feed the fish. Or in the field. The worms eat it and it's good for the soil. Or maybe dogs or chickens eat it. At any rate, it goes away. And buffalo and cows and goats and chickens are all crapping everywhere anyway, aren't they? I suppose folks in Lam Trang are going to build special houses for that too once they have the money.

Think about it . . . they go to all that trouble and expense just to keep their shit around. Doesn't our way make more sense? Just let nature take care of it, and it goes away . . ."

Design and story by Ibrahim Yunus, used in Indonesia.

·Ended Stories with Maxi-Flans

A community or women's group meeting.

45 minutes

To present different views about local customs and beliefs so that community members may identify with the views and share their own experiences.

1. Write a story that encourages active participation. Select a topic with different viewpoints. Make the characters real by developing their feelings and personalities in the story. Have the characters represent different opinions of local beliefs and practices.

   Establish the situation through a commentator. Then have the characters express conflicting views through dialogue.

   End the story at a point where a decision has to be made and the main character is unsure of what to do. Keep the story short. Try to make dialogue and action lively. Try to avoid unnecessary events and characters.

   The story should encourage listeners to take sides so that there can be a discussion after the story is told.

worker in the Dominican Republic demonstrates using maxi-flans.

2. Encourage the storyteller and his or her assistant to practice their roles until they feel comfortable doing them. Field testing the activity with friends or villagers provides valuable feedback for improving the story.
3. Cut out fairly large figures (50–60 cm. high) to represent the characters in the story. The maxi-flans can be made with moveable joints and/or with exchangeable heads with different facial expressions. Make sure that the characters face each other.
4. Color the maxi-flans with poster paint or marking pens. Have a large flannel board available for maxi-flans to be used against.
5. Glue pieces of sandpaper or flannel on the back so the figures can be placed on the flannel board.

PROCEDURE:

1. The facilitator tells the story as prepared, cutting it off at a crisis point.
2. While the story is told, another person places the maxi-flans on the flannel board as each new character appears and changes expressions as needed.
3. Lead a group discussion after the story is told, asking questions relevant to the story.

OTHER USES: Present such a story through theater, lollipuppets or other ways. Such stories, which incorporate nutrition and health messages, may encourage the use among the community members of those beneficial nutrition and health practices presented in the story.

SAMPLE STORY: The Charm and the Clinic

Characters: Antonia, the mother; Luisa, the grandmother; Juan, the father; Pedro, a friend of the family; Miguelito, the child; Commentator.

Commentator: Antonia and Juan are very sad because Miguelito is sick with diarrhea, has a swollen belly and refuses to eat any food. At birth Miguelito was a beautiful, healthy and happy baby. Now he is thin and cries a lot. Let's find out what is happening to Miguelito.

(Antonia and Luisa are talking. Juan is standing quietly nearby.)

Antonia: Tell me, grandmother, what little Miguelito has. Don't you remember how healthy he was when he was born? Now look at him.

Luisa: Antonia, please don't worry. Surely he'll get better with the charm he wears and the tea you give him. It has helped children get over this sickness.

Antonia: But grandmother, he still has diarrhea and won't eat anything! I'm worried.

Luisa: He'll get better, you'll see.

Juan: (Moving closer) Grandma, you say that Miguelito will get better, but when? It is already six months that he is this way.

Antonia: (With a worried expression) And to think that I am pregnant again. How am I going to care for three children?

Commentator: Pedro, a friend of the family arrives at the house and hears their worries. *(Pedro enters and stands by the others.)*

Pedro: Antonia dear, why this sadness? Why such a worried expression?

Antonia: Compadre, you haven't noticed that Miguelito is sick. Look at his thin arms and his swollen belly. I just don't know what to do!

Pedro: Don't worry. Other children have been sicker and gotten well.

Antonia: And how?

Pedro: In the clinic there is a nurse who can cure Miguelito and tell you how to prevent this sickness.

Luisa: But Pedro, those treatments are not better than the charm he wears and the tea he drinks.

Antonia: He hasn't gotten better, grandmother, so maybe I should take him to the clinic.

Commentator: *(To the community members in the audience.)* What would you do?

Story by Caridad Brito E. Artwork by César Hernandez. Used in the Dominican Republic.

Lollipuppets

SETTING: Any gathering of community members.

TIME: 30 minutes – 1 hour

PURPOSE: To stimulate discussions of different viewpoints on a community problem by presenting it humorously through a puppet show.

PREPARATION: You will need stiff paper or cardboard and poster paint to make the puppet faces. Also you'll need flat sticks (5 cm. by 35 cm.).

Draw 2 faces for each character on stiff paper and cut out the shapes of heads. Paint comical expressions on faces which look in the same direction.

Glue one face of the lollipuppet on the front of the stick and one on the back. (You could also make lollipuppets of cartoon-like characters, animals, or fruits and vegetables depending upon the story.)

Write a script for the story, bearing the following points in mind:

- The story should involve conversation between the characters and should be humorous.
- Each point of view should be developed logically.
- Have a commentator to introduce the story and to make funny comments about the points of view.
- Practice the lollipuppet play before presenting it.

PROCEDURE: Set up a stage for presenting the lollipuppet play.

1. Have the puppeteers who are handling 1, 2 or 3 puppets, stand behind the stage.
2. Present the lollipuppet show to the community members. This can be done by reading the script or by playing a tape of the recorded script.
3. Finish the play with the commentator asking questions to the audience: "Who do you think is right?" or "What would you do?"

OTHER USES: A Lollipuppet play can also be created to give a nutrition message in a fun way. In the Dominican Republic, lollipuppets of vegetables were made and used in a "nutritional value" contest. The commentator introduced the different vegetables, making humorous comments about each one. The participants choose who wins the "contest" and explain why.

Puppets and theater have been used to entertain and communicate in many cultures. They are good to use since they have no ego and can say things to an audience and get away with it. They are adaptable and scripts can be changed for different groups.

SAMPLE LOLLIPUPPET SHOW: Si Manyak Wants Eggs

Characters: Ma, the mother; Manyak, the child, Bapak, the father; Commentator.

Commentator: Ladies and Gentlemen, let's take a moment to listen to the story of "Si Manyak Wants Eggs." Introducing . . . Bapak! *(Bapak appears, nods, goes offstage)* . . . Ma! *(Ma appears, nods, goes offstage)* . . . and, Si Manyak! *(Manyak appears, waves, goes offstage). Exit Commentator.*

Ma: Manyak, Manyak! Listen, the hen is cackling again. Maybe she's laid another egg. Go get the egg and put it in the basket with the others.

Manyak: Yeah, Ma. Can I have one, Ma? I want it boiled.

Ma: No you can't! You leave those eggs where they are. As soon as we have enough, I'm going to sell them in the market.

Manyak: Can't I have one? Just one, Ma! Teacher says that children have to eat eggs so they're healthy and smart.

Ma: Hard-headed kid! *(Voice raising)* Take them all! Boil them all! So you get healthy! And smart! Stupid . . .!!

Manyak: *(Starting to cry)* Ohhh, just one, Ma . . .

Ma: *(Growling)* Shut up! Go away!

Commentator: Wants to eat eggs . . . He should be so lucky. His own father never even eats eggs! Ha ha ha!

Ma: I'm gathering them so I can sell them.

Bapak: Ahh, give him one, O.K. . . . It's better than having him cry . . .

Ma:	*(Getting angry)* Just give him one? I've only got 12. Besides, he just had some rice.
Commentator:	Well, does he need an egg if he's already had rice?
Bapak:	Alaaa Ma, give him one? If he wants one, why not let him? Why wait until he's sick before he gets all different kinds of food?
Ma:	If kids eat eggs, they smell like fish.
Bapak:	Nonsense! Everyone can sell their eggs in town because lots of people eat them.
Commentator:	That means that everybody in town stinks like fish! Ha ha ha ha! That's wild!
Ma:	What's the difference between eating eggs and eating rice anyway?
Bapak:	Difference? I don't know. But people say that eggs help us grow and have healthy bodies that's all I know.
Manyak:	*(Running past with egg)* Yeah, that's right Bapak. Teacher says so too.
Ma:	Oh no! My egg! . . . Bring it back, kid! We're gonna sell it, OK? So that we'll have money to pay the doctor bills when we get sick . . .
Commentator:	Ah, Ladies and Gentlemen . . . Let's think. Who do you think is right? Ha ha ha . . . Goodbye!

Exercise designed by Lyra Srinivasan. Script and local adaptions by Teofilo Terrero in the Dominican Republic and by Ibrahim Yunus in Indonesia. Local artwork by César Hernandez in the D.R. and by Trya Yudhantara in Indonesia.

Food Habits Chart

SETTING: A community meeting for discussion of nutrition practices.

TIME: 1 hour

PURPOSE: To involve community members in an analysis and discussion of their food habits, improvements that could be made and ways to achieve them.

PREPARATION: Prepare a large "food habits" chart with drawings of locally available foods at the top and blank rows, as in the drawing below. The trainers should become familiar with the local foods available in the communities.

Cut out paper symbols (5 cm.) of 3 different shapes and colors to represent "usually," "seldom," and "never."

Put up the food habits chart and place the symbols in an area of the room.

PROCEDURE:

1. Ask for 10 to 12 volunteers to participate. Ask them to form groups of 3. (Have 2–4 groups.)
2. Ask how often the family eats each food on the chart, whether "usually," "seldom" or "never."
3. One group at a time, ask the participants to place the appropriate symbol under each food. Each participant uses one row for placing the symbols.
4. After all the groups finish, you may ask the following questions:

   "What foods do most people eat?"
   "What foods are eaten by a few?"
   "What foods are never eaten?"
5. Lead a discussion of the reasons some foods are eaten more often than others, including issues of cost and availability of foods, traditional beliefs and customs.

OTHER USES: Rather than using individual replies, ask the entire group to respond on the first line for all *fathers;* on the second line for all *pregnant women;* on the third line for all *children from 2 to 5 years old;* and on the fourth line for all *children from 6 months to 2 years old.*

Discuss the different eating habits and why they differ.

Discuss the food needs for the different groups of people and how the current habits can be improved. Never criticize or belittle the community members' ideas.

People enjoy analyzing their eating habits. This discussion may lead to growing new foods, trying new recipes, or beginning nutrition education classes. Let the community tell you how you can help promote good health and nutrition and tell you about their food habits.

Designed by Lyra Srinivasan. Developed for Indonesia by Nancy Terreri. Adapted for the Dominican Republic by Phyllis Dobyns.

Food Habits Chart

Fathers																				
Pregnant women																				
Children 6 mo. – 2																				
Children 2–5																				
Mothers																				

Usually

Seldom

Never

Child Weighing

A community center, school, home, or shaded area outside.

Half a day

To assist villagers in recognizing the extent of nutrition problems in their community and to encourage mothers to weigh their children, as a way of knowing whether the children are healthy.

N: Meet with village leaders to explain the purpose of the activity.

Invite the villagers or representatives of the village to attend, being sure to include mothers and 15-20 children under 5 years of age.

You will need a weighing scale and a large poster of a weight chart. If these are not easily available locally, check with UNICEF or the Ministry of Health.

1. Allow the village leader to introduce the group.
2. Explain the purpose of the visit.
3. Show the villagers the picture of the healthy child. Ask, "Is this child healthy? How many children in our community are healthy? Are there many children who are not very healthy? How can we know which children are not very healthy?"

   Make note of the villagers' reactions. What are their perceptions of the children in their village?
4. Ask the villagers if they would like to survey the children to know if they are healthy. In this way we can make a picture or graph of the health situation of children in our village. If the villagers are interested proceed by explaining that weight is one indication of health. Talk about how a child's weight should increase with age.
5. Ask for a volunteer. Weigh the child and mark the weight on the chart. Proceed with the other children. Mark each weight on the graph.
6. When the children are all weighed explain the graph to the villagers. How is the health situation for these children? What about the other children? Would they like to weigh all of the children in the community? Explain that by identifying how many children are in danger of poor health, the community can plan to take action to solve the problem.
7. Close the meeting on a positive note. Encourage parents by telling them that they can help their children to be healthy. Give a few simple, practical suggestions.

This is a good way to involve villagers in their own village analysis. Leave the chart in the community center and repeat the activity after 6 months to help the village evaluate community progress in eliminating malnutrition.

In order to make the meeting proceed more quickly you may want to weigh a sample of the children in the village before the meeting. Plot the weights on the graph during the meeting.

Introduced in workshops in Indonesia.

Workshop participants meet with villagers in Indonesia.

III. Creating Learning Activities

Once field workers have become sensitive to the way villagers view their health and nutrition problems, they can create learning activities that respond to these perceptions and spark the villagers' active participation. Section A in this chapter deals with materials development and pretesting. Section B describes how these materials are put to use in a learning situation in the community. When using the participatory activities described in Chapter II to help villagers discover health and nutrition problems, the trainees are also learning how the people see these problems. By listening carefully to community members they can create nutrition and health "messages" that use the people's own words. How to use these messages in developing materials is explained in the first section.

In the second section we describe a variety of activities that present nutrition and health information and that use local traditions to provoke community discussion about how to resolve health and nutrition problems.

Activities described here are most appropriate for use in the second in a series of three workshops. After the first workshop, the field workers back at work in their home communities have begun learning about the perceptions of the villagers with respect to health and nutrition problems, and are better prepared to develop and use materials designed to encourage participation.

A. Developing Learning Materials

We spent the major part of our second workshop developing learning materials that encouraged participation in health and nutrition education. Materials that are developed on the spot are likely to respond to the particular problems of the local area. We developed the learning materials, tested them with community members, and then revised them. Prior to the workshops, the training team created some materials that served as samples for the trainees.

A first step is to design the "priority messages" that are based on the health and nutrition problems previously identified with the community. Trainees are encouraged to develop the priority messages with the community members. In this section we include an activity that will help trainees in designing priority messages for the materials they will develop.

The other activities in this section are suggestions on training small groups of field workers to develop materials. Three samples are provided —picture cards, comic books and fotonovelas, and card games. A similar process can be used for developing other materials described in the following section. If you have a large workshop group, it is best to divide into smaller groups for developing the materials during the workshop. The last activity describes the process of pretesting materials as they are developed in the workshop setting.

A local artist silkscreens a poster for the "Priority Messages" exercise.

The Priority Message

SETTING: A training session on materials development for field workers.

TIME: 2 hours

PURPOSE: To assist field workers in the design of priority messages.

PREPARATION: Provide newsprint and marking pens for each group of trainees.

PROCEDURE:

1. Have the field workers list the community health and nutrition problems that have been identified through previous activities with community members, or

   Have a list prepared from previous discussions or individual interviews with the field workers.

2. Select one problem and discuss how it might be solved. Then ask, "Can this problem be solved by a simple behavioral change?" "Can it be solved with a few additional resources?" If the answer to both of these questions is YES, this problem can be affected by a priority message.

3. Ask the trainees to think of messages about this first problem to motivate villagers to change their behavior. List all of the suggestions on a sheet of newsprint or a blackboard.

4. Ask which of these are effective messages. If necessary, combine or change the listed messages to produce a good example of a priority message.

5. Select another problem, discuss how it might be solved. (Any problem that requires inaccessible resources or more than a reasonable behavior change will probably not be affected by a priority message.)

6. Now ask the group what makes an effective priority message. List the suggestions. Examples might include:

   It is short
   It provides enough information
   It gives a suggestion for change
   It is easy to remember

7. Design a priority message.

8. Divide the participants into groups, assigning a facilitator to each group. Give each group 5 to 10 community problems from the assembled list. Ask each group to design priority messages for these problems.

9. After about 45 minutes have the groups report back on the priority messages they have created. Review the listed suggestions of what makes an effective priority message. Ask if there are any additions or changes in the list.

This activity was a challenge to the group, but having completed it, most trainees were able to design their own priority messages. Here are some of the nutrition messages created by workshop trainees in Indonesia:

"Weight gain is healthy. Weigh your child each month."
"Breast milk is best for the baby, from the mother."

"A source of nutrition is in front of your door . . . Use your yard to grow vegetables."
"Keep our children's bodies clean to prevent illness."

The exercise can also be adapted to the community itself to develop priority messages. During a meeting with community members to discover health and nutrition problems that exist, the field workers can ask the people how they would, in their own words, express a message to help change the problem or behavior that creates the problem.

Workshop groups create learning activities in Indonesia.

Used in Indonesia and in the Dominican Republic.

Picture Cards

SETTING: A small group of trainees at a materials development workshop.

TIME: 6–7 hours

PURPOSE: To help field workers create picture cards for involving villagers in nutrition or health education.

PREPARATION: Have available sample picture cards, mimeograph paper, mimeograph stencils, mimeograph machine, stylus.

PROCEDURE:

1. Introduce picture cards by passing out samples to the group (see sample cards). Discuss the advantages and disadvantages of picture cards. Explain that picture cards can be especially useful in working with people who cannot read. A new picture card can be given at each learning session. The cards can be tied or clipped together, making a health book.
2. Ask the group to design three priority messages to place on picture cards. The group may choose to make all three cards about the same topic such as health of the pregnant woman. (If the group has not yet designed priority messages, see previous exercise.)
3. Select one of the priority messages designed by the group. Decide upon a scene for the picture card. Ask the artist, or one member of the group who draws well, to draw this scene on the mimeograph stencil. (To save on costs, you can use only the top half of the stencil.)
4. The group then selects two or three key words to be placed on the stencil under the picture.
5. The key words and the priority message are then written on another mimeograph stencil. When the priority message is written, blank spaces are used to replace the key words in the sentence.
6. The card may also contain a humorous remark by a wise villager (see example).
7. Design cards for the two other priority messages.
8. Mimeograph the picture cards.
9. Test the picture cards by taking them to a nearby village and holding a learning experience (see "Pretesting Materials," page 61).
10. Upon return to the workshop site, discuss the results of the village visit. Also discuss how picture cards can be made for local distribution.
11. If this is only one group of a larger workshop, ask this group to share their knowledge and experience with the other participants.

OTHER USES: If the time and resources are available, the group can design photo cards. Follow the same procedure but have the group decide upon scenes to be photographed for each card. Arrange for a photography session in a nearby village. The film is later developed and photocopies are made and distributed to the group. Additional materials required:

Sample photo cards
35 mm. camera with flash attachment
1 role black and white film
access to photocopy machine

If field workers have access to a mimeograph machine, stencils, and paper, this is an excellent tool and the villagers have something to take home as a reminder of the message from the learning session.

The picture cards are often read at home by the other members of the family. Those who cannot read are reminded of the message by the picture, and school children enjoy reading the cards to the parents.

Health House Cleanliness

Health House Cleanliness

A damp, dark and dirty ______ can bring illness to your family. Make or open the windows to let in sunlight and fresh air. Air out mattresses, pillows and blankets. Keep the floor clean and throw garbage in its proper place.
House hold ______ is for family ______!

Ma Bluen says:

How come they're not sick when their house is like a rats nest !!

Used by the Indonesia Workshop Training Team.

Comic Book/Fotonovela

SETTING: A small group of trainees in a materials development workshop.

TIME: Approximately 2½ workshop days

PURPOSE: To involve field workers in the design and use of comic books and/or fotonovelas, for presenting health and nutrition priority messages.

PREPARATION: The following materials: plain paper, pencils, stapler and staples.

For comic book:
sample comic books
mimeograph stencil
mimeograph paper
mimeograph machine
stylus

An artist should be available to assist the participants.

For fotonovela:
sample fotonovela
35 mm. camera with flash attachment
3 rolls of 35 mm. black and white film
scissors
glue

PROCEDURE:

1. Give each participant a sample comic book or fotonovela. Spend about half an hour discussing their advantages (e.g., people enjoy the materials and can read them at home) and disadvantages (e.g., they are expensive to make and are not a group learning activity).
2. Ask the group to choose a priority message or set of closely related priority messages. (See "Priority Messages,"page 51 .)
3. Ask the group to create an interesting story about the priority message.
4. Divide the story into 24 events.
5. (3 hours) Divide 6 pieces of paper into 4 squares. Number the squares from 1 to 24. In each square describe the drawing (for comic book) or photo (for fotonovela) that is needed to represent that particular event.
6. In the same square, write the dialogue that will accompany the picture.
7. (4 hours) For the comic book, ask the artist to draw the appropriate scenes on the mimeograph stencil. The cover of the comic book should be drawn on one stencil. Eight squares of scenes representing events are drawn on each of three other stencils.

	Left Side	Right Side
Stencil 1:	Scenes 1, 2, 3, 4	21, 22, 23, 24
Stencil 2:	Scenes 17, 18, 19, 20	5, 6, 7, 8,
Stencil 3:	Scenes 9, 10, 11, 12	13, 14, 15, 16
Stencil 4:	Empty (back cover)	Cover scene and title

Two sheets of paper are needed for each 8-page comic book. Each sheet of paper is mimeographed on the front and back. Stencil 4 should be mimeographed on the back of Stencil 1; Stencil 3 on the back of Stencil 2. The papers can then be folded into a book.

(2 hours) 8. For the foto-novela the group will have a photo session in the village. A list of actors and props is prepared. Responsibilities of the director, manager, props person, and photographer are divided among the group. Three photos are taken for each scene.

9. If the film can be developed quickly it should be done during the workshop period. Then the group selects the best pictures, cuts out the background and glues the photographs onto sheets of paper following the same layout as for mimeographing. These sheets are then photocopied, sorted, and stapled together.

(2 hours) 10. The comics and fotonovelas can be field tested in nearby villages. If the fotonovelas cannot be completed during the workshop, field test the sample copies. The fotonovela designed by the group can be produced and sent to participants later.

(1 hour) 11. Discuss the village visits. How can the material or presentation be improved?

(1 hour) 12. If this group is only one part of a larger workshop, ask the participants to share their knowledge about comics or fotonovelas with the others.

Comics and fotonovelas can be enjoyed by those who cannot read as well as by literates. The stories are read and discussed in group sessions and the pictures serve as a reminder of the story when the book is brought home.

Used in Indonesia workshop.

Slide Shows

SETTING: A small group of participants in a materials production workshop. Villages must be nearby for field testing the materials.

TIME: Approximately 2½ workshop days

PURPOSE: To involve field workers in the design and preparation of slide shows. (This is done during the workshop when there are the resources for showing the slides in the community.)

PREPARATION: You will need to have the following equipment available:

a simple well-designed slide show
a battery-operated slide projector (use an electric slide projector only if all field workers have access to electricity and electric power projectors)
a 35 mm. camera with flash attachment
3 rolls of color slide film (36 frames each)
plain sheets of paper

PROCEDURE:

1. Introduce the participants to slide shows by presenting a sample show. Ask the group to comment on the show. "What message was given in the show?" "What kind of setting was used?" "How good was the acting?"

   Ask the group if they would like to produce their own slide show.

2. Explain that the first step is to select a topic or a priority message. (Some slide shows may contain more than one priority message if several are closely related.)

   If the group has not yet created priority messages follow the activity on page 51.

3. Once a priority message has been selected ask the group to create an interesting story about that message. Invite the group to list the points that will make a story interesting, such as: it includes local customs, it is humorous.

4. Divide the story into 18 events.

5. Take five sheets of paper. Divide each sheet into 2 columns of four squares. The column on the left side is for the dialogue of the slide show. The right column is for descriptions of the scenes to be photographed.

   Prepare the sheets of paper as follows:

Dialogue	*Photo*
A. "This slide show is called. . . ."	A. *Title* of the story
B. "It was prepared by. . . ."	B. *Credits:* Include the names of everyone in the group.
C. Write the *dialogue* for the slide to be shown which will be the beginning of the . . .	C. (Describe the photograph to be taken to depict the first event.)
D. *Dialogue* for the second slide.	D. (Describe the photograph of the second event.)

The squares on the other pages are numbered 5 to 20 and filled with the dialogue and photographic descriptions for the remaining scenes.

6. The group then plans a village visit to photograph the necessary scenes for the story. Ask group members to volunteer for jobs such as director, prop person, photographer, and group manager. (These roles can be adapted according to need.) Ask one group member to write a script for the slide show that can be read to the audience as the slides are being shown.
7. During the visit villagers are asked to volunteer to act in the slide show. The manager must see that only those required are present in each scene. Two or three photographs are taken of each scene.
8. After returning to the workshop the group reviews their village visit, discusses how the slide show can be improved and revises the script if necessary.
9. The group should also practice using the slide projector. An excellent way to practice is to encourage the workers to show samples of the slide show in a nearby village.
10. After the workshop the media specialists can prepare titles for the slide show and have the group's slides developed and placed in order. This set could be made available on loan for the group members or duplicated for each village health worker team.

The community nutrition workers in Indonesia were very excited about making and using slide shows. They did have some difficulties in keeping projectors supplied with batteries and finding rooms that could be darkened for viewing the shows.

Designed and used by Indonesia Workshop Training Team.

Card Games

SETTING: A small group of field workers in a workshop on materials development.

TIME: Approximately 2½ workshop days

PURPOSE: To assist field workers in the design and production of card games. (Note: Card games are fun for villagers and can help them learn about health and nutrition. This activity describes only one of numerous varieties of card games.)

PREPARATION: The following materials are needed:

sheets of plain white poster paper
paints or colored marking pens
scissors
scrap paper
a list of priority messages
a list of community problems
a sample card game

PROCEDURE:

1. Explain the sample card game to the group and play the game. Ask the trainees how they felt playing the game. Discuss the advantages of using this fun and simple method for nutrition/health education. Ask if they would like to create a health/nutrition card game.
2. Review the list of community problems and priority messages. If a list is not available, have the trainers create one (see "Priority Messages," page 51).
3. From the list of problems choose 25. Match these with 25 solutions or priority messages.
4. From sheets of poster paper, cut out 52 playing cards (6 cm. x 8 cm.). On 25 cards draw pictures to illustrate the problems. On 25 cards draw pictures to illustrate the solutions. Use words only where necessary. Have an artist, if available, prepare the drawings which trainees will color.
5. On the 2 leftover cards, make a "joker."
6. There are many games that can be played with the cards. Try this one (for 5 players and 1 facilitator).
   a. The facilitator deals 5 *solution* cards to each player. The *problem* cards are then laid face down on the table.
   b. One problem card is turned up. The players search their cards for the solution card, place it with the problem card and explain why this is a solution to the problem.
   c. Another problem card is turned up, and players again search their cards for the solution card. This continues until one player matches all of his/her solution cards. This player wins the game.
7. Have the trainees field test the game in a nearby village (see "Village Visits," page 21). Ask the villagers which pictures are not easily understood. Is the game interesting? Is it fun to play? How can it be improve

8. Return to the workshop and make the necessary revisions. After the workshop the media specialist who is a member of the training team can have the card game mass-produced by silk-screening, printing, or mimeographing.
9. If this group of trainees is only one part of a larger workshop, ask them to share their knowledge and experience with the entire group.

When this game was created by a workshop group in Indonesia, it underwent field testing in numerous villages with at least four revisions. A sample card game is available through Save the Children. Your group may know of other card games that can be adapted to health and nutrition.

This activity was used by the Indonesia workshop planning team. The card game was designed by a workshop group assisted by Craig Thorburn and Samsul Alam.

Pretesting Materials

SETTING: A meeting with members of the communities near the workshop site.

TIME: 2–3 hours

PURPOSE: To determine whether the learning material, the message, and the approach are understood by and capture the interest of the villagers.

Through pretesting, the material or message is modified to be more useful and effective.

PREPARATION: This activity is usually carried out in workshop teams. The team decides upon the learning activity that they will pretest during the village visit. In advance, arrange a time with the villagers to hold the meeting.

Prepare the necessary materials for the learning activity. Decide what roles each team member will take during the meeting. There should be at least one facilitator and one observer. Other members can also observe.

Discuss what you will be looking for as you are doing the pretesting. Some points to consider in observing the activity are:

Do the people understand the words? If not, which ones?
Is the story interesting to the people? If not, why?

Pretesting learning materials in the Dominican Republic.

Does the approach stimulate participation? Is there a sharing of ideas by the people? If not, how can we encourage that?
Are the drawings understood by the people? Do they present a real picture of their situation? If not, what changes need to be made?

Practice the learning activity in front of other teams before going to the community meeting.

PROCEDURE:

1. At the community meeting, explain that you will be trying out some new materials that you are developing in a workshop.
2. Introduce the activity by explaining what your team will be doing, for example, telling a story with lollipuppets.
3. Carry out the activity. During this time, other team members will observe the learning activity and the reactions of the community members.
4. After you have finished, ask the community members what they liked about the activity, whether they understood the pictures or story, and what comments they would like to make.
5. When the team members return to the workshop site, discuss the learning activity. Consider the points that have been looked at by the observers. For each point, list what changes are needed in the material, the message or the approach.
6. Modify the material with the help of the artist and other trainers.

The village visit for pretesting learning activities led to some changes in the materials as they were being developed in the workshop. The process of pretesting the materials continues when the field workers return to their own communities and use them there.

It takes time for field workers to change their methods of working with the community, especially in feeling comfortable with the participatory approaches. At first they may feel out of control and may fall back into a lecturing role, despite the material being used. Trainers will need to encourage the field workers to practice the new approaches.

Used in Indonesia and in the Dominican Republic.

B. Learning Nutrition Together

When the community workers have designed the message and prepared or selected the materials that they will use, the next step is to use the material in a meeting with a community group. The activities and materials presented in this chapter were developed by trainees, based on the needs of the communities where they work. You will want to adapt the messages and materials presented here for use in other cultural settings.

In this section we describe the materials and messages developed in our workshops. If you would like to see more clearly what these look like, you can request samples of the materials developed in Indonesia for Save the Children.

Included here are learning activities on the value of foods, prevention of diarrhea in children, growing vegetables for local consumption, preparing weaning foods and vegetable purees, the use of compost, and the prevention of health problems. These samples will give you an idea of the diversity of messages and materials that can be developed based on needs identified with community members.

It is also important to pretest all the materials and messages developed during the workshop. They will probably have to be modified before the field workers can use them in their own communities. The field testing during the workshop also gives trainees a chance to use the material in a participatory manner and to feel comfortable with this new approach.

After the workshop, during the follow-up visits, the project coordinator discusses the following issues and others with the health workers: whether the material is suitable for use in the community, with what groups the approach is useful, and what can the community members learn from the messages.

Results can also be discussed in the subsequent workshops. It is important to discuss results and encourage the community workers in the use of the materials and messages. They may at first feel a little uncomfortable with the participatory approach since they are not telling the community members what to do or taking charge of the projects, the way they are usually trained.

Community members learn the value of local foods in the Dominican Republic.

Comparative Posters: Value of Foods

SETTING: A community meeting, nutrition education class or a gathering of women in a nutrition center or a health clinic.

TIME: 45 minutes

PURPOSE: To encourage community members to analyze why a problem exists and to present ways to achieve a positive alternative. Example: To discuss with community members the importance of eating different foods to promote good growth, strength, and health among family members.

PREPARATION: During the workshop, have the illustrator prepare a set of comparative posters (30 cm. by 40 cm.) to present the priority message. The two posters in each set should present a problem and a positive alternative that can be compared and discussed.

In the Dominican Republic, a priority message developed was "One must eat different nutritious foods to promote growth among children, strength among working men, and health among mothers." Three sets of posters were designed by the local artist to present the problems and the positive alternatives. The health workers helped design the posters and suggested that in each set, the persons presented should be dressed in the same manner and that the background scenery should be similar.

The following comparative posters on the value of foods were developed:

1. A thin man who looks tired and who is leaning on his hoe in a field of corn.

   The same man who looks strong and who is weeding with his hoe in the field of corn.

2. A woman with pale skin who looks tired and is sitting by her kitchen table.

   The same woman who looks healthy and is preparing food in her kitchen.

3. A three-year-old child who looks thin and weak, and is sitting on a bench.

   The same child who looks healthy and strong and is playing ball.

Prepare cut-outs (8 cm.) of foods consumed locally: e.g., rice, corn, beans, squash, fish, eggs, milk, vegetables, and fruits. Have two of each food.

Use a flannel board or chalkboard and tape for putting up the posters.

Note: Instead of using posters, black and white photographs can also be used.

PROCEDURE:

1. Put up the posters of the small child, the weak man and the pale woman. Ask the participants to comment on what they see in each poster.
2. Ask for volunteers to select cut-outs of foods eaten by each family member and put them up on the side of each poster.
3. Put up the comparative posters of the same persons who look healthy. Ask the participants what is the situation depicted in each of these posters and how they compare with the first set.
4. Ask for volunteers to select foods that may contribute to health, growth and

strength. Ask the volunteers to put them on the side of the second set of posters.

5. Ask the people present what they think contributed to the differences in the persons in the posters. Ask if this situation exists in their community and what could they do about it.

Comparative posters can stimulate good discussions on issues related to health and nutrition. A discussion of the differences perceived by the community members can be used in an analysis of why they exist and what the community members can do to modify the situation. This learning activity may motivate community members to plan projects to resolve the causes of the problem presented.

Using comparative posters in the Dominican Republic.

Designed by Carmen Gravely and Solange Muller. Original artwork by César Hernandez. Used in the Dominican Republic.

Problem Posters: Diarrhea

SETTING: A community meeting or a woman's group meeting to discuss prevention of health problems.

TIME: 45 minutes – 1 hour

PURPOSE: To involve community members in an analysis of the causes and ways to prevent village health and nutrition problems (in this instance, diarrhea among children).

PREPARATION: Prepare 2 large posters (30 cm. by 40 cm.) on thick paper. One poster represents the health problem and the other represents the opposite, or healthy, situation.

On small cards (16 cm. by 12 cm.) depict different causes of the health problem and different ways to prevent the problem in order to reach the healthy situation.

Trainees in the Dominican Republic prepared problem posters on diarrhea.

1. Prepare 2 large posters—one depicting a thin, sick child and the other depicting a healthy child (these can be silk-screened).
2. Prepare 2 sets of small cards: one set has drawings of causes of diarrhea, such as flies resting on uncovered food, a child defecating in open air, animals in the home, etc. The other set shows ways to prevent diarrhea in children, such as boiling water, a mother breast-feeding, a latrine, etc.
3. Tape the posters and cards onto the wall or blackboard.

PROCEDURE:

1. Show the poster of the sick child with diarrhea and ask the participants what are the characteristics.
2. Show the poster of the healthy child and ask what are the characteristics.
3. Place all the small cards on a table.
4. Ask for volunteers, one at a time, to select a small card and place it next to one of the large posters. The person explains why he/she is placing it there.
5. Ask the participants what could be done to prevent diarrhea in their community.

OTHER USES: A. Put up the two large posters and discuss the characteristics of each. Ask the participants what are the causes of diarrhea and as specific causes are mentioned for which there are pictures, have the person put up the picture by the posters of the sick child.

Ask what are ways that one can prevent diarrhea and have a healthy child. As people mention specific ways for which there are pictures, have them put the appropriate picture up next to the poster of the healthy child.

Discuss with the participants what they could do to help prevent diarrhea in their community.

B. Put up both posters with the small cards around each poster—the "cause" cards around the poster of the sick child, and the "prevention" cards around the

poster of the healthy child. Ask for volunteers to explain why each small card is placed by the larger poster.

In the Dominican Republic diarrhea is one of the major health problems affecting young children. The health workers and community members realize that it is an important problem, worthy of solving in order to help prevent deaths among young children.

When tested in a workshop in the Dominican Republic, the trainees mentioned that this material was useful to their work since it encourages analysis of the problem and involves people in discussion of the solutions.

Design by Felipe Orrego, Solange Muller and Antonia Camargo (Mexico). Artwork by César Hernandez. Used in the Dominican Republic and Mexico.

Sequence Posters: Vegetable Production

SETTING: A community gathering.

TIME: 1 hour

PURPOSE: To involve community members in an analysis of a specific problem and to discuss its causes and solutions.

Example: To analyze factors that contribute to malnutrition among children and to discuss how growing vegetables can improve the situation.

PREPARATION: Select a priority message and prepare sets of posters. (In the Dominican Republic a problem identified by health workers with community members was malnutrition among children, so they developed 13 sequence posters on vegetable production.)

Prepare 8-10 posters (30 cm. by 40 cm.) that depict situations related to family production of vegetables. One poster could depict a family—the father, and the mother holding a thin child, standing outside their home. Other posters might have specific scenes of a garden with vegetables, the family working in the garden, the woman selling vegetables, while others should depict interactions between people. Several characters should appear in a number of the posters so a story can be developed.

PROCEDURE:

1. Introduce the activity by showing the poster of the family and explaining that the child is malnourished and sick and the parents are worried since two of their children have died.
2. Ask for volunteers to form 1 or 2 small groups with 4-5 persons per group. Ask the first group to select 5 or 6 posters and to create a story about the situation. Give 10-15 minutes for creating the story.
3. When the group is ready, the members present their story to the others. One person can tell the story while others show the corresponding posters.
4. Ask the second group to select 5 or 6 posters to create their story, which they present to the others.
5. Once the stories are told, discuss what was presented and how the family dealt with their problem. Note that there will probably be different solutions and one can ask what would be possible within his own community if this situation existed.

OTHER USES: A. Present the problem of the lack of vegetables in the community meeting and ask for volunteers to select posters which they feel represent possible solutions. Have each person explain the poster and his reasons for choosing it as a possible solution to the problem.

B. Put the posters in a certain order starting with the poster of the sad family. Develop a short story with a solution and present it to the community members. When the story has been told, ask the people what they could do in their own community to resolve such a situation.

C. As mentioned, sequence posters can be developed for different topics. A set

was developed on Diet During Pregnancy by Marisela Bodden and Carmen Gravely in the Dominican Republic.

With sequence posters one presents a situation or a problem that exists in the community and, through the stories, the community members propose their views on causes and solutions.

These posters were widely used by the extension workers in community meetings, and through the stories, people expressed their ideas on why vegetables are not grown locally, such as lack of water and lack of seeds. In one community people organized themselves to solve these problems and to start producing vegetables. The community workers were trained in gardening at one of the workshops and helped the community members start gardens.

Designed by Dominican Republic workshop group—Dr. Jose Santana, Severino Alcantara, Zereida Adames. Technical assistance by Caridad Brito E. and Carmen Mercado. Original artwork by César Hernandez.

Poster Cards: Nasi-Tim A Nutritious Baby Food

SETTING: A gathering of village women, mother's club or supplementary feeding program attended by mothers and children.

TIME: 45 minutes (longer if you include a demonstration)

PURPOSE: To provide a step-by-step guide to solving a nutrition or health problem.

Example: To teach community women about the importance of supplementing their babies' diet with nutritious food.

PREPARATION: Design poster cards for a step-by-step procedure. *Nasi-tim* is a specific example developed in Indonesia. Make poster cards of the steps for preparing *nasi-tim* —a nutritious baby food for babies 6 months and older. Each poster card has a message written on the back. The following posters were developed:

1. Mother breast-feeding her baby.
2. Mother giving baby mashed fruits and juices.
3. Fish, green leafy vegetables, and rice for *nasi-tim.*
4. Other locally available protein foods and vegetables.
5. Mother washing the vegetables.
6. Cutting the vegetables in small pieces.
7. Cooking the foods—rice and fish—in a closed pot.
8. Adding the vegetables to the pot.
9. Mashing the *nasi-tim* with a spoon.
10. Straining the food and letting it cool.
11. Mother feeding the *nasi-tim* to the baby.
12. Mother breast-feeding her baby.

Note: Posters showing preparation of family foods can also be used. Use rice cooked for the family and add some cooked fish, meat, or beans. Add vegetables. Mash the food and pass through a strainer.

PROCEDURE:

1. Familiarize yourself with the pictures and text.
2. Show each picture and explain it to the participants. Pass around the picture in order to encourage more participation in the discussion.
3. When presenting pictures of foods used, ask the participants which local foods could be used for preparing nutritious *nasi-tim.* Explain how to prepare the foods used in *nasi-tim.*
4. After showing all the pictures, ask mothers why it is important to give nutritious food to their babies.

Note: Some families may not be able to make the special *nasi-tim* for babies. It is recommended that these families feed their children food from the family meals. Show the pictures of foods that could be used and explain that mothers could mash and strain the foods easily. Encourage mothers to add green leafy vegetables and protein if possible.

These pictures are especially effective when used with a cooking demonstration. The field worker can pass around the accompanying picture and discuss it with the women before going to the next step.

Adaptations in the pictures can be made based on the availability of foods in the community.

Poster cards can be developed for other health and nutrition topics depending on the problems in the community. They may also be used to enhance a home visit when discussing weaning of her child with the mother.

Designed by Indonesia workshop group. Technical assistance by Siti Sundari, Craig Thorburn and Nancy Terreri. Original artwork by Trya Yudhantara.

Picture Recipes: Fruit Purees

SETTING: A small group of mothers with young babies.

TIME: 2–3 hours

PURPOSE: To provide mothers with picture recipes of foods prepared during a cooking demonstration to help them prepare the foods at home.

Example: To encourage mothers to feed fruit and vegetable purees to their babies and to give them picture recipes to take home after the demonstration.

PREPARATION: You will need paper, felt pen, and a stencil for reproducing the picture recipes.

1. Design the picture recipes with simple pictures to explain the steps in the preparation of the food. Select the fruit or vegetable preparations you want to explain to the mothers, (bananas, papaya, oranges, potatoes, squash, etc.). Have the utensils needed for the demonstration.
2. On one page draw pictures of the steps for preparing the puree as in the sample papaya puree:

   Washing the fruit or vegetable.
   Cutting and peeling it.
   Mashing it with a fork or spoon.
   Adding a few drops of lemon juice.

   (These can be mimeographed to give a copy to each mother.)
3. Have spoons so mothers and babies can taste the food.

PROCEDURE:

1. Explain to the mothers what you will prepare and what utensils are needed.
2. Wash the fruit or vegetable under running water and ask mothers why this is important.
3. Carefully peel the fruit or vegetable and cut it into small pieces. If necessary, cook it in a little water. Explain why this is important for preserving nutrients.
4. When cool, mash the food with a fork or spoon.
5. Give each mother a picture recipe to take home.
6. Ask mothers whether they feed fruits and vegetables to their babies and at what age. Ask what kinds are available locally. One could also take time to talk about why an infant needs fruits and vegetables to be healthy.

This idea of picture recipes can be adapted for explaining the preparation of many foods. It is a way of introducing foods that mothers should prepare for their children. Such picture recipes could be made for local weaning food preparations. In this way you encourage mothers to be involved in designing educational messages. These pictures can be colored and put up on the wall for decoration. In areas where literacy levels are low they could be used for teaching reading.

Designed by Felipe Orrego with technical assistance by Carmen Gravely and Marisela Bodden. Original artwork by César Hernandez. Used in the Dominican Republic.

Papaya Purée

Wash the fruit.

Peel and cut into pieces.

Mash the fruit to make a purée.

Add a few drops of lemon and feed to your baby.

Booklets: Compost

SETTING: A meeting of agricultural workers or community members interested in home gardens.

TIME: 1½ hours

PURPOSE: To provide community members with a booklet on a specific health and nutrition topic of concern and interest to them. *Example:* To teach community members about the importance of compost and how to make and use it.

PREPARATIONS: The trainer, technical specialist and/or workshop participants design a booklet with a series of drawings and explanations on a specific topic. This booklet can serve as a reference for carrying out an activity since it has a simple step-by-step approach.

In Indonesia a booklet on compost was developed because a need for such information was identified in the communities. Each page explains one step in the process for preparing compost and has one or two drawings.

Drawings: A plant showing its roots growing into the soil.

A forest with animals and plants.

Plants in a field growing tall and healthy.

Composting materials—corn and rice stalks and hulls, ashes, vegetable waste, and manure.

Compost bin with 3 sections made of bamboo, wood, bricks or wire.

Location of compost bin—5 meters from house and 7 meters from the well.

Man filling first bin, with arrow leading into second.

Man using compost in his field.

PROCEDURE:

1. Using the drawings in sequence, explain the reasons for composting.
2. Show a picture of a plant and its root system (#1) and explain that plants need minerals from soil—nitrogen, phosphorus, potash, and iron—to grow. Explain that in the forest (#2) humus is made from leaves and animal manure that collect on the ground. This layer is very fertile. But on cultivated land, the plants are removed before they decompose, so no humus is made. How, then, can we grow plants in our gardens that are strong and healthy (#3)?
3. We can make humus by composting. Compost is a type of fertilizer made from plant by-products, manure, and ashes.

   Composting has several benefits: plant by-products and waste become useful; and compost contains minerals in the right quantities for plant growth, aerates the soil, and is healthier and cheaper than artificial fertilizer.
4. Explain that manure, weeds, dead plant materials, corn and rice stalks, and hulls, ashes and vegetables will rot to make compost (#4). Mention that one should not use materials like plastic, cans and bottles that do not rot.

5. Show the picture of bins (#5) and explain that villagers can build a row of 3 adjacent bins which hold 1-4 cubic meters. These can be made of bamboo, wood, bricks, or wire so air can pass through.

   The compost bins (#6) should be placed in an area far enough from house so that smells aren't bothersome—at least 5 meters away. They should also be downhill and at least 7 meters away from the well. If a roof is built over the bins they will be protected from getting too wet from the rain.

6. Filling the Bins (#7):

   (a) Fill the first bin until full (2-6 weeks). Place materials in layers: manure, plant material, ashes.

   (b) When the first bin is full, move its contents into the second bin. Start to fill first one. If compost becomes dry, sprinkle some water or pour some wash water on it.

   (c) When the first and second bins are full, turn the compost of the second bin into the third and the compost of the first into the second. Fill the first bin again. The whole process takes 8 weeks.

7. The product: picture of a pile of compost. The finished compost looks like dark, coarse, rich soil and is no longer hot.

8. Discuss how to use compost (#8) during the community meeting.

   - Compost can be mixed into the soil while preparing it for planting.
   - Compost can be dropped into the holes where seeds will be planted.
   - Spread compost around plants as mulch.
   - It can also be used for starting seeds.

Ask questions about whether compost can be made, and from which materials, in the local communities. Ask for comments about the benefits of compost and whether villagers would be interested in using compost as fertilizer.

In Indonesia one workshop group saw that making compost might be the type of motivation needed to help community members to clean up their village. They worked with one of the trainers to create step-by-step posters for use in a community meeting. The villagers asked to keep the posters on view in their community and a booklet was created to make the information about composting available to other interested villagers. Such an educational material helped motivate villagers in Indonesia to start making compost to use in their gardens.

Designed by Craig Thorburn and Russ Dilts, and used in Indonesia.

Broken Squares: A Health Puzzle

SETTING: A small gathering of community members.

TIME: 1 hour

PURPOSE: To sensitize community members to the importance of cooperation in solving health problems.

PREPARATION:

1. Using felt pens, draw 5 pictures on cardboard squares (16 cm. x 16 cm.) to represent unfavorable health conditions that exist in the communities, such as garbage scattered around the houses, child defecating in the bushes, etc.
2. Cut each square into 3 sections of different shapes. Have similar cut pieces for different squares, as in the drawing below.
3. Mix up the pieces and divide the pieces into 5 envelopes, making sure that 3 pieces of different pictures are together in each envelope.

PROCEDURE:

1. Ask for 6 volunteers to participate in the game. Ask 5 persons to select one envelope each while the other person is the observer.
2. All participants sit in a circle in order to help the sharing process. Explain the game: Each person should try to complete a square picture with 3 pieces. There should be no speaking or nonverbal communication while completing the squares. People can give pieces away to help others complete their puzzles, but may not take pieces from others when pieces haven't been offered.
3. Explain to the observer that he or she should notice how much sharing takes place, who is willing to give pieces away, and at what point the group begins to work together.
4. Allow 20 minutes to complete the squares. Ask participants to explain their pictures and what problems they represent.
5. Ask the participants how they completed their pictures. The observer can share his/her observations.

   Ask: "What did you learn?"
   "How does cooperation help resolve health and nutrition problems?"
6. Discuss the problems depicted in the pictures and how they could be solved.

Gilberto, one of the trainees in the Dominican Republic, used broken squares numerous times in community meetings to encourage cooperation. In his community it was important to encourage cooperation for solving the problem of food production identified by the community members. Now, the villagers have planted a field of corn which is farmed collectively.

Adapted from A Handbook of Structural Experiences for Human Relations Training, *Vol. I. Local adaptation by Carmen Mercado. Used in the Dominican Republic.*

House of Health

SETTING: A community meeting or women's group meeting.

TIME: 1 hour

PURPOSE: To create awareness of factors that influence the family's health and factors that prevent sickness.

PREPARATION:

1. Make the health game board. (See following page for a sample model.) The game board has 4 vertical rows with 12 blocks in each row. The first and fourth rows have drawings of houses and the second and third rows have drawings of various causes of and ways to prevent sickness. The houses in Row 4, on the right side of the board, are colored black and the houses in Row 1, on the left side, are colored red. The drawings indicating causes of sickness are bordered in black in the sample. The other drawings, with plain borders, represent ways to prevent sickness. These borders should be colored red.
2. Paint 12 pebbles different colors. These are the "Community Member" pieces.
3. You will also need dice and one unpainted pebble. The unpainted pebble is the "sickness" piece.

PROCEDURE:

1. The game requires from 3 to 13 players, and is more lively with larger numbers. One player elects to play "Sickness" while the others play "Community Members."
2. The "Sickness" player places his pebble in the first black square in the bottom left corner of the board (showing a mother and a sick child in bed).
3. Each of the "Community Members" places his/her pebble in one of the black "house" squares at the right of the board, starting at the top.
4. Explain to the players that the objective of the game is for the "Community Members" to reach one of the red houses on the left side of the board. They must travel along the rows of the board without getting caught by the "Sickness" pebble. If they are in a red square, they are protected from "Sickness" catching them, even though he may land on the same square. However, if they are in a black square at the same time as the "Sickness" piece, they are caught and out of the game.
5. The game starts with one "Community Member" throwing the dice and moving one of the pebbles down along the row of black houses and then up the adjacent picture row. "Community Members" can move in one direction only, following the arrows. They work as a team, however, and can move any pebble they choose except the "Sickness Pebble."
6. The "Sickness" player throws the dice and moves in *either* direction, forward or backward along the rows, and tries to attack the "Community Members'" pebbles and remove them from the game.
7. The game continues with the "Community Members" taking turns throwing the dice after "Sickness" does.

8. As players land on a square representing a cause of sickness or a way to prevent sickness, ask them to explain what they see in the square and how it influences the family's health.

9. The game ends when all the "Community Members" arrive on the left side of the board or are out of the game. Count the number of pieces that have been attacked by "Sickness."

There was a great deal of enthusiasm for this game among both trainees and villagers in the Dominican Republic. They also modified the game to create awareness of the factors that influence children's health.

The children's sickness game board had only 7 squares in each row and was played with 7 "Community Members" at most. The inner squares had drawings specifically related to children's sicknesses.

Designed by Lyra Srinivasan. Original artwork by César Hernandez. Used in the Dominican Republic.

House of Health

Health and Nutrition Games: Sickness Attack and Food Relay

SETTING: A workshop session or a community meeting, a women's group meeting or a nutrition or health education session.

TIME: 20–30 minutes per game

PURPOSE: To help trainees or a community group to get acquainted, have fun, and learn something about nutrition in a relaxed, informal atmosphere.

SICKNESS ATTACK

PREPARATION: Tear up small pieces of paper, one for each player. Write the word "sickness" on one piece of paper. Fold all the pieces and place them in a hat.

PROCEDURE:

1. Ask each person at the meeting to take one folded piece of paper out of the hat. The people look at the paper, but do not discuss what they have on their piece.
2. Explain that the person who has the "sickness" paper will try to attack the other players by winking at them during the game. Explain that "sickness" will place himself in the inner circle when the circles are formed.
3. Ask the players to form two groups. One group has a few more persons and forms a circle around the smaller group.
4. Ask the circles to walk in opposite directions. The "sickness" person begins to attack the other players by winking at them, trying not to be seen by the others.

   When a person is winked at, he/she falls down onto the floor and moves out of the way. If that person touches someone as he/she falls, they also fall since "sickness" is contagious.
5. The game continues until "sickness" attacks everyone.

The participants really enjoyed these games. They provide a change of pace and help restore energy levels during the workshop or community meetings. Another device is to use familiar tunes that are adapted with words about nutrition and health.

Contributed by workshop participants in the Dominican Republic and in Honduras.

FOOD RELAY

PREPARATION: Gather the materials needed for this activity. The foods and other materials should all be available locally.

Foodstuffs: 20 food items including a wide variety: rice, noodles, peanuts, dried fish, bananas, oranges, tomatoes, sugar, etc. Two or three of the same foods may be included.

Implements: 20 common household objects: kettles, brooms, sandals, soap, vegetables, water, thread, etc. Include some that can be used to help prevent diarrhea and others that have no relation to diarrhea prevention. Two or three of the same objects may be included.

In a large room set up chairs for 3 groups of participants.

The materials are arranged in 3 areas of the room. For the first part of the activity, arrange the foodstuffs and for the second part, arrange the implements on the tables.

PROCEDURE:

1. Divide the trainees into 3 groups and appoint a monitor for each group. Ask each group to divide in half so there are subgroups A and B. Subgroup A should sit in the chairs while subgroup B observes from behind.

2. The monitor sits in front of Subgroup A.
3. The monitor explains the first task: Demonstrate a nutritious diet by filling a plate with 3 to 5 types of inexpensive, easily obtained foods.
4. At the starting signal, subgroup A members make their choices. Once they have completed their task, they show the results to the monitor.

   The participants discuss the results. Which group made the better choice?
5. Now, subgroup B sits in the chairs while subgroup A observes from behind.
6. The monitor explains the second task: Choose 3 objects from those displayed that can help prevent diarrhea.
7. At the starting signal, the subgroup B members try to complete the task. Once they have completed their task, they show the results to the monitor.

   The participants discuss the results. Which group made the better choice?

This icebreaker is a fun way for the trainees to start working together as teams. It also provides an action-filled activity, often needed as a change of pace during the training workshop. You can also use the game with villagers to set the mood of a meeting or to introduce a discussion of food selection or diarrhea. You can also change the topics and tasks.

Food relay, Dominican Republic.

Design by Lyra Srinivasan. Adaption by Samsul Alam. Used in a workshop in Indonesia.

Food Swap: A Nutrition Game

SETTING: A workshop session or community meeting, a women's group meeting or a nutrition or health education session.

TIME: 20–30 minutes per game

PURPOSE: To help trainees or a community group to get acquainted, have fun, and learn something about nutrition in a relaxed, informal atmosphere.

PREPARATION: Draw on numerous pieces of paper (15 x 15 cm.) a wide variety of foods. These can be colored with crayons or marker pens.

Ask people to help you arrange chairs in a closed circle. Have one less chair than the number of players, asking everyone at the meeting or session to participate.

PROCEDURE: Ask each person to select a drawing and tape or pin it onto the front of his or her shirt. Explain that the leader stands in the middle of the circle and calls out the instruction. The players with the foods mentioned in the instruction swap places and the leader also trys to find a seat. The person left standing in the middle becomes the next leader and gives the next instruction.

Sample instruction: "All fruits swap places."
"All proteins swap places."
"Yellow-green vegetables swap."
"Fruits and vegetables swap."
"Foods for health swap places."

This game can be played after a nutrition class as an informal way of seeing if people have learned about the value of foods. It can be used with "Comparative Posters: Food Values" on page 64.

Contributed by workshop participants in the Dominican Republic.

IV. Planning and Evaluating with the Community

This section, although placed at the end, is very important for both the field workers and community members participating in the learning experiences that have helped them identify problems and learn about nutrition and health.

The activities described here will help plan actions for solving health and nutrition problems. The crucial element is that the actions are determined by the community members with the help of the field worker. The people are also involved in assessing the impact of their actions on solving the problems they identified.

It is our sincere hope that by having been involved in participatory learning experiences, the villagers themselves will express their hopes and aspirations for solving health and nutrition problems in their community. Since they identify the problems and the field worker listens to them, the villagers develop a genuine sense of commitment to solving their problems. Most importantly, as a result of the participatory process, the villagers become involved in achieving improvements in their community and take more control of their destiny.

A. Planning Village Learning Experiences

As the field workers learn to use the nutrition and health activities presented in the last chapter, they can also begin to plan activities for their own communities.

The first activity in this section, "Thinking Ahead," helps field workers to organize learning activities, and the "Setting Objectives" exercise helps them think about the work they will do in their communities. Both are introduced during the training workshop and later used for planning activities and community work.

Often, field workers from the same area prefer to work in small groups when using the participatory activities, as they become more familiar with the new materials and approaches. As the field workers use the learning activities with community groups, it is useful for them to think about whether the people are participating and enjoying the activity.

The last exercise "Did It Work?" will help the field worker evaluate participation during the community meeting. It can be used for self-assessment or as an evaluation tool by another field worker attending the learning activity.

Indonesian field workers interview community women.

Thinking Ahead

SETTING: Small groups of trainees preparing to conduct village learning experiences during and after the workshop. (The group has already designed priority messages and prepared learning materials.)

TIME: 2 hours

PURPOSE: To assist field workers in organizing village learning experiences.

PREPARATION: Large sheets of newsprint and marking pens are needed.

PROCEDURE:

1. Ask each group to make a plan with objectives for the meeting in the community. An outline of the activities should be made. They can consider issues such as: introducing the group, asking the village leader to speak, etc.
2. After the plan is completed, explain that each member of the group may select his/her responsibilities during the meeting. There will be a need for one facilitator for each activity, one recorder, and several observers.
3. Practice the learning experience using role play techniques. Ask members of another group to act as community people.
4. Ask the observers to meet together to make an observation list of the participation of the villagers.
5. Assist the group in preparing an evaluation for analyzing how well they did in meeting their objectives for the learning experience.

In Indonesia, following the first learning experience the group members were able to prepare the next learning experiences with little assistance from the trainers. The trainers should point out that the field workers may have to work in smaller teams or alone in their villages. One field worker may have to announce, facilitate, and observe. Field workers sometimes ask fellow workers or friends to assist.

Getting to know the community in Indonesia.

Used in Indonesia and in the Dominican Republic.

Setting Objectives

SETTING: A training workshop for community health/nutrition workers.

TIME: 1½ hours

PURPOSE: To assist trainees in setting objectives for health and nutrition activities in the community.

PREPARATION: You will need newsprint, crayons or marking pens (or a chalkboard and chalk) for each group, as well as paper and pens or pencils.

PROCEDURE:

1. Ask trainees the following question: "What do we hope to accomplish by doing nutrition/health learning activities in the village?"
2. List and discuss the "goals" that the trainees come up with (e.g., improved health for everyone in our village, less disease among the children).
3. From one of these "goals" create an objective as an example for the group (e.g., fewer cases of malaria next year, fewer malnourished children this year, more children receiving immunizations during the next six months).

   Ask the trainees to brainstorm some specific objectives for accomplishing their goals.
4. Once the trainees understand how to set an objective, divide them into small groups of 4 to 8 and ask each to list their own work objectives for the coming year (or any period of time that coincides with project plans). A trainer assists each group.
5. Review these objectives and ask how each objective can be measured. What sources can be used for collecting information? Explain that each objective should be easily measured to see if the objective is being reached.
6. Have everyone return to the larger session to share the results of their work.

Used by the Indonesia Workshop Training Team.

Did It Work?

SETTING: A community meeting where the field worker is conducting a learning activity.

TIME: 2–3 hours

PURPOSE: To help the health worker evaluate the participation of community members in the meetings and to evaluate their own actions to help that process.

PREPARATION: If you work with or near another field worker, invite him or her to a community meeting to observe the activity. If you are alone you can evaluate the activity yourself.

Prepare a form for evaluation similar to the one presented here.

PROCEDURE:

1. Ask the observer to observe the roles of the participants and yourself, acting as facilitator.
2. After the meeting, the observer or health worker fills out the evaluation form.
3. Together, you can discuss the evaluation comments and reflect upon your interaction with the group. Think about ways you could help increase participation of the community members.

   The sample on the following page was developed in the Dominican Republic.
4. Analysis of Form (using *Evaluation of Activity* form on page 90):

   The behaviors and actions mentioned in the form are ones that represent more participation in the learning activity. The greater number of checks that the field worker has for #1 and #2, the greater the participation of the group. For #3, the field worker should hope to have about half or most of the group taking part in the activity. If there was a good discussion during the activity, the field worker will probably be able to include some of the ideas of the people in #4.

   After completing the form and analyzing it with respect to the participation of the people at the meeting, the field worker can take time to think about ways to increase participation.

This type of evaluation is useful for analyzing the participation of community members in a meeting. An analysis of their actions in a meeting may help the field workers think of ways to increase participation in the village learning activities. This can also be discussed during the follow-up visits by the project supervisor.

Adapted by Solange Muller from Perspectives on Nonformal Adult Learning *by Lyra Srinivasan, 1977, World Education. Used by field workers in the Dominican Republic.*

Evaluation of Activity

Date ______________

Name of health worker ______________

Community group ______________

Number of people in meeting ______________

Activity ______________ Materials used: ______________

Time of activity ______________

1. What did the facilitator (health worker) do? (Check appropriate items)

   Listened and asked questions ______

   Guided the meeting ______

   Stimulated and encouraged discussion ______

   Had the community members use the materials ______

   Listened and participated in a discussion of problems ______

   Others: ______________

   ____

   ____

2. What was the participation of group members? (Check appropriate items)

   Took active role in the activity ______

   Answered questions ______

   Made observations ______

   Shared ideas and experiences ______

   Discussed a problem or felt need ______

   Showed enthusiasm ______

   Others: ______________

   ____

   ____

3. Number who participated:

   A few of the group ______ About half of the group ______ Most of the group ______

4. If the community discussed a problem or need, what steps or actions did they decide to take? ______________

   ____

   ____

B. Involving the Community in Planning and Evaluating

The activities described here will help the field worker involve community members in planning and evaluating health and nutrition projects.

The first activity, "Setting Community Goals," can help villagers decide what they would like to accomplish in the near future. The activity builds on what has already been achieved, which serves as a motivation for further community action.

The "Bamboo Bridge" is a simple planning tool that encourages the villagers to set goals and then to develop step-by-step plans for solving community problems. This activity may assist in organizing a community effort to achieve the aspirations of the villagers.

In the "Story with a Gap" activity, the health worker helps the villagers critically analyze community problems. A story is told about a problem, and through the discussion that follows the villagers analyze the possible solutions.

The last two activities are designed to assist the health workers and community members to evaluate improvements in their community. The "Community Nutrition Graph" focusses on a specific indicator of the changes in health status of children. The health worker looks at the overall nutrition status of children in the community. This activity can give an idea of the present situation and the changes that occur with time. The "Evaluation Framework" involves the community in the assessment of health and nutrition activities and the degree to which they are solving problems.

Workshop participants in Indonesia work with community nutrition graphs.

Setting Community Goals

SETTING: A meeting of villagers, mothers' clubs, or farmers' groups.

TIME: 2 hours

PURPOSE: To assist villagers in setting community goals.

PREPARATION: You will need 3 large sheets of paper, colored marking pens, and tape or tacks.

PROCEDURE:

1. Introduce this activity by explaining that you would like to try an exercise to review the past situation of the village and the people's hopes for the future.
2. Hang the first sheet of paper on the wall and write *PAST* at the top. Ask the villagers about the situation in their village several years ago: What problems existed? Ask volunteers to draw illustrations of these problems on the paper. (At first everyone may be too shy to volunteer. Make a simple example using stick figures. This will usually encourage others to try.)
3. Hang the second paper next to the first one, and write *PRESENT* at the top. Ask the villagers what the situation is now. Ask volunteers to illustrate this. Ask the villagers to point out the accomplishments that have been made through individual and community effort.
4. Hang the third paper next to the second one and write *NEXT YEAR* at the top. Ask the villagers what they hope for the future. Ask volunteers to illustrate this. Discuss these goals.
5. Encourage the villagers to explore and discuss ways to accomplish their goals.
6. Leave these posters on the wall as a reminder. These can be hung on the wall outside the community center for people to see and discuss. Set a date for another community meeting to set priorities and make plans. (For this you can use the "Bamboo Bridge" activity.)

OTHER USES: The field worker may be familiar with what the community has accomplished to date. If so, an artist could be asked to make simple posters representing the Past and Present. The community meeting could collect information for the third poster which the artist will draw to represent the future. These posters are then hung in the community center as reminders of the past problems, accomplishments to date, and future plans.

An elderly Bangladeshi woman explained that Lady Luck could not enter villagers' doors for many years because she found their doors closed early in the morning. She said that now villagers rise early, allowing Lady Luck to enter their homes. This activity can open many doors to the villagers' ideas and hopes for the future.

Developed by the Village Educational Resource Center of Bangladesh. Used by Nancy Terreri in village meetings in Indonesia and Bangladesh.

Bamboo Bridge

SETTING: Community meeting to begin planning projects to resolve problems already identified by the community members.

TIME: 2 hours

PURPOSE: To motivate the community to set goals, to identify local resources, and to develop step-by-step plans for attaining these goals.

PREPARATION: Prepare these materials for the meeting:

1. One large flannel board or chalkboard.
2. Two blank posters for making pictures of or listing problems and goals.
3. A length of string (60 cm.) to represent the bridge's cable and handrails, with label "Community Effort."
4. Several long strips of colored paper (60 cm. by 2 cm.).
5. Two strips of paper (24 cm. by 8 cm.), one labeled "Resources" and one labeled "Steps," and 12-15 blank paper labels.
6. Several numbered paper cutouts to represent bare feet.
7. Glue small pieces of sandpaper on the back of all the pieces for placing them on the flannel board. When using a blackboard, tape is used to hold the props.

PROCEDURE:

1. Invite members of the group to list the main problems in the village and goals for specific improvements. Draw pictures of the problems on one poster and the goals on the other poster.

2. Discuss whether problems can be solved through community efforts. Hang the "Community Effort" string between the "Problems" poster and "Goals" poster.

3. Discuss available resources with the community members. Write the name of a resource, such as "village leadership" on a label and place it under "Resources" (below "Problems" poster). For each resource place a long paper strip between the "Problems" and "Goals" posters to build the bridge.

4. Ask the group, "What is a first small step, using these resources, that you could take toward solving your problems and reaching your goals?"

   When the participants decide on a step, such as, "Clean up our village," write it on a label and place it under "Steps."

   Place foot number 1 at the beginning of the bridge in the direction you are going.

5. Continue to discuss a step-by-step plan. Each time a step is decided upon, add it to the "Steps" list and place another foot crossing the bridge approaching the "Goals."

OTHER USES: Try making the Bamboo Bridge focussing on only one community problem and one goal. The resources and steps will be more specific. Community members may want to begin with a problem that is easy to solve, giving them confidence that they can accomplish their goal.

Bamboo Bridge

Resources

Steps

This simple tool involves the community members in planning projects to resolve problems. It is a systematic way to analyze problems, set goals, and plan interventions using local resources. During the meeting, community members can establish a time framework for the activities and choose the ones they will participate in.

Designed by Lyra Srinivasan. Used in Indonesia and in the Dominican Republic.

Story with a Gap

SETTING: A community meeting to discuss village problems and to set priorities for action.

TIME: 2 hours

PURPOSE: To involve villagers in a critical analysis of their own situation and to encourage them to set goals.

PREPARATION: Create a story that points out a village problem. Make the story interesting by including local customs, humorous characters, or dramatic situations. Create an ending to the story that points out that the problem has been solved.

This story is different because you do not tell how the characters resolved the problem, so the story has a gap which will be completed by villagers.

Make two large posters (30 by 40 cm.). One poster depicts the village problem described at the beginning of the story and the second poster depicts the situation at the end of the story.

Make a set of 6 to 10 small posters (15 by 15 cm.). These have scenes of villagers working together in solving problems, e.g., gardening, building a latrine, attending a community meeting.

Have plain paper and marking pens at the meeting.

You may prefer to make a tape recording of the story and play it at the meeting rather than tell the story.

PROCEDURE:

1. Introduce the activity by saying that you will tell a story that you would like to discuss afterwards.
2. Read the story or play the tape while a volunteer holds up the poster that illustrates the problem described.

3. Another volunteer then shows the poster that depicts the situation after the problem has been solved.
4. When the story is completed, ask the villagers these questions:

   "What caused the problem?"
   "What do you think this village did to solve their problem?"
5. When a solution is mentioned, pass out the small poster that has a picture of the solution. (If there is no poster for a mentioned solution, give out a blank paper and ask for a volunteer to illustrate it.)
6. Continue until the villagers have no more suggestions. Then pass out the remaining small posters and discuss them.

7. Finally, discuss the situation in this village.
   "Does our community have any of these problems?"
   "What can we do to solve them?"
8. Assist the community in listing some actions that can be taken to solve their problem. Ask them to set priorities for these actions.

This activity was developed by a group at the Indonesia nutrition education workshop. Artwork by Trya Yudhantara.

Community Nutrition Graph

SETTING: A village or neighborhood where people are interested in investigating children's nutritional status (this is most effective if done with neighborhoods of 25 to 40 households).

TIME: Approximately 30 hours over several weeks of surveying and community meetings.

PURPOSE: To enable a community to investigate and record the nutritional status of its children.

PREPARATION: You will need marking pens, ruler, a weighing scale, a weight chart and a large sheet of poster paper. On the poster draw a community nutrition chart using the weight chart below as a model.

PROCEDURE:

1. Hold a meeting to discuss the purpose of a community nutrition survey. If the community is interested, ask for two volunteers to help conduct the survey. Decide upon the days and times for surveying. Also set a date for meeting to discuss the survey results.
2. Explain to the volunteers that to fill in the community graph they need to know the age and weight of all children under five years of age. The first step is to ask mothers the age and birthdates of their children. If a mother cannot remember, the volunteer can ask her if her child was born before or after a neighbor's child.
3. Show the volunteers how to weigh a child using the scale and how to read the weight off the scale. Then, ask them to practice marking the weight on the graph.
4. Role play this activity with the volunteers so they feel comfortable with the survey.
5. Help the volunteers to make the survey. This is especially important for the first households that are surveyed.
6. At each house encourage the parents to attend the meeting to discuss the survey results.
7. Hold a community meeting to discuss the survey results. Invite a health center staff member to attend the meeting. Discuss plans for improving the nutritional status of the children. The community nutrition graph will assist the villagers in deciding if action is needed for the entire community or if only a few families need assistance.
8. Make another community nutrition graph after six months to evaluate the results of the community action.

This activity can be the beginning of a regular child weighing program. From the larger graph, fill in individual weight cards for each child. Have the mothers and/or fathers meet every month to weigh their children and discuss their health. (For weight cards, see your Department of Health.)

Developed by Nancy Terreri and used in Indonesia.

Our Community Nutrition Graph
Kg.
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
Overweight
Normal
Mild Undernutrition
Moderate Undernutrition
Severe Undernutrition
one year
two years
three years
four years
five years
Name
Age in Months
Jane
David
Lynn
Jamie
Amber
Mary
Kim
Evan
Kyle
Ann
Meg
Ralph
John
Judy
Rob
Esther
Mark
Jim
Joe
Ed
Syd
Ana
Sam
Mary
Kelly
Solange
Lee
Jill
Elise
Peter
Cathy
Joe
Emily
Clare
Nancy
Peg
Mark
Phil
May 1980

Evaluation Framework

SETTING: Meeting of community members who have worked on health and nutrition activities in their community.

TIME: 3–4 hours

PURPOSE: To encourage participation of community members in "monitoring" the progress of health and nutrition projects they are carrying out in their communities.

PREPARATION: You will need at least 6 large pieces of paper, several different colored marking pens, and tape.

PROCEDURE:

1. Put the pieces of paper up on the wall and ask for a volunteer to help record the discussion in writing or pictures.
2. Explain that the meeting is to discuss how the community health and nutrition project is progressing and how improvements can be made. You may refer to the "Bamboo Bridge" activity if it was used earlier.
3. Ask the group to describe the health or nutrition problem that is being addressed through the project or in their community group. Ask them to describe the problem in terms of the number of people affected, why it exists, etc.
4. On the first sheet of paper write *Problem* and describe, with pictures or words, the ideas presented by the community members.
5. Ask them what they hope to achieve with the project.
6. On the second sheet of paper write *Goals* and describe them with pictures or words. Leave some space between each goal.
7. Then ask what activities are taking place that relate to the first goal. Ask the community members to describe the activities, the beneficiaries, and the resources used.
8. On the third sheet, titled *Activities*, list the activities mentioned that relate to the goals.
9. Discuss the positive and negative aspects of the activities. This may be the most interesting part of the discussion and "brainstorming" may encourage participation.
10. List on two sheets of paper the positive aspects and the negative aspects.
11. Discuss how changes can be made to resolve the negative aspects: What steps can be taken and who will help?
12. List these on the last sheet of paper entitled *Improvements*. After discussing positive and negative aspects of each activity and possible improvements, discuss the second objective in the same way.
13. Before going on to discuss the next objective, one could take time to play a game to provide some amusement and relaxation after a hard working session.

Sample Evaluation Framework					
PROBLEMS	OBJECTIVES	ACTIVITIES	POSITIVE ASPECTS	NEGATIVE ASPECTS	IMPROVE-MENTS
Children are malnourished because of low food production.	Reduce the amount of malnutrition.	Feeding program; Weighing children; Nutrition and health education.	100 children go to feeding program.	Only 20 come to the weighing sessions.	Talk to the mothers about the importance of weighing the children.
	Increase local food production.	Plant vegetable gardens.	Good production and people are eating vegetables.	Not enough water.	Start building water systems.

14. Continue with the evaluation until all the goals mentioned have been discussed.

This simple evaluation framework is helpful for involving the community members in evaluating their health and nutrition projects. An ongoing analysis of the positive and negative aspects of the activities can help make changes to improve the projects in order to help alleviate community problems.

Designed by Solange Muller. Used in the Dominican Republic.

Other Useful Reading

Crone, Catherine, and Hunter, Carman St. John. *From the Field: Tested Participatory Activities for Trainers.* New York: World Education, 1980.

God's Will or a Community Problem? A Community Awareness Strategy for Understanding the Problem of Malnutrition. Westport, Conn.: Save the Children Federation, Inc., 1978.

Harman, Ruth, and Cummins, Anne. *Teaching Village Health Workers.* New Delhi: Voluntary Health Association of India, 1978.

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Working with Villagers. Washington: The American Home Economics Association International Family Planning Project, 1977.

Index of Exercises